

Educational Supplement

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Break

Outlaw Jo

In a week when the keen student of liberal education policy would expect to find a book about the liberalisation of the welfare state just published by the party's elder statesman.

In Grimond's views on education in *The Common Welfare*, were considered by Sir Keith Joseph in his book *Liberalism and the Welfare State*. But what is even more telling is that he comes out in the same camp as Rhodes Boyson on Black Papers, standards and a voucher system.

Is this in accord with liberal education policy? "I was afraid that someone might ask me that," said Jo, disarming as ever. "I'm not a very strong ground, I'm not a great expert."

He sympathised warmly with anyone who had difficulty in finding out exactly what liberal policy on education is, but he doesn't expect his views to be approved within the party. "It's entirely my own thoughts. I don't want everything I say to be stuck with a party label." Since he was still at home in Oxford while the party's education committee in Southport struggled to produce a composite resolution that would make an electorally acceptable package, there has been no recent exchange of views, though there is common ground on community schools.

In Grimond's main theme concerns the desirability of a community able to control its own education, instead of through an L.E.A. acting as an instrument for Government policy. "Vital decisions are made by a strange indefinable committee, but they are made in a democratic way," he says. "The system, the views of teachers and the fashion of constraints acting upon directors of education. The result has been poor." Though he has reservations about vouchers, he would like to see an experiment in the interests of diversity, but his ideal would be a state where all parents were sufficiently well-off to pay for their children's education. Diversity is necessary to counter the creeping element of bureaucratic compulsion in education which, he points out, was well-documented in a series of articles by Colin MacLennan, until recently editor of *The TES* Scotland.

In the book, Jo Grimond says that the Black Papers have now been overwhelmingly documented, though in conversation he is a little vague as to what documents there are. "But to begin with, everybody's got to get the idea that standards weren't all rising, and that there was violence and indiscipline. They don't any more."

"I'm not a blind admirer of either Black Papers or voucher system but they opened up the whole debate and the discussion has been valuable."

He is not unduly embarrassed to find himself in agreement with Sir Keith and Rhodes Boyson on some things, but it doesn't look as if it presages a Lib-Con pact. At Southport, the feeling was that Jo will always be a law unto himself. Only the Liberal students want to expel him as a reactionary.

The Common Welfare. By Jo Grimond. Temple Smith. £7.50.

Once upon a theme

Though it is sometimes said that in England we take our children's books too seriously, any teachers' librarians or educationists who had attended the symposium of that august body the International Research Society for Children's Literature at Exeter University last weekend would have discovered just how serious the European colleagues at any rate can be. They would have witnessed the whole weight of academic research, with its most sophisticated analytical and psychological theorising backed up by a mass of statistical data, being brought to bear on the fragile subject.

Learners and professors and doctors debated at great length the importance of the theme of "Responses to Children's Literature". Like medieval doctors standing over a corpse, earnestly theorising about the probable position of the heart, but never taking the simple step of having a look.

It is significant that the most direct contact with children came through an English lecture—Michael Banton's types of children describing their reactions to a story—and the most direct link with the books themselves from Brian Alderson's paper on the "Complexity of the Child's World". The symposium was a most successful one, the atmosphere of the conference was excellent.

The overseas contingent preferred to speculate on such topics as "The impact on children's books of the new academic disciplines of psychology, or 'the complex functional relationship between a work of literary art and all sorts of illustrations'". For them children may appear only in the context of "Twenty children in two groups, approximately three to five years of age respectively, confronted with illustrations... reacted in accordance with Piagetian concepts". The books must be analysed for their sociological, ideological, psychological and hence, didactic and therapeutic potentials.

All this is a far cry from the typical English children's literature conference, where responses to children's literature would have been seen merely as a means of getting the right books to the child; content would have been analysed chiefly for what enjoyment it could offer the readers; illustrations for their complementary function and the weighty academic theorist would have scarcely dared to raise his head.



Not teachers at the end of term. "Competitive Business" by Melvyn Yates of Sladebrook High School, London NW10, highly commended in the 15 to 17-year-old painting category of the Kellogg's National Exhibition of Children's Art.

Farewell to the fighter planes

"As Mrs West once said, 'God is Love, but get it in writing'." Or, in this case, in drawing and painting. Sir Hugh Casson, in opening the annual National Exhibition of Children's Art at the Mall Galleries in London last Friday, said how good it was to see concrete evidence of so much skill and talent in children's artwork, which (quoting Ruskin this time) "taught us to look again, and see more". Not so long ago it was all dinosaurs and space ships, he said, and now

there's an enormous range and richness. There certainly was a great variety to be seen among the 676 exhibits, done by children aged three to 18, and included paintings, drawings, sculpture and quite a bit of craft work. The exhibition runs until Tuesday, October 10, and is open from 10 am to 5 pm, admission free. It will then go on tour, visiting Perth, Liverpool, Newcastle and Coventry. Come up and see it some time.

As a result of Oxfordshire's plans, the Secondary Heads Association raised the matter of publishing exam results at their June meeting. They have now recommended that members only to publish results where they are to be used for other educational purposes, where they cannot be misinterpreted by the public, and where they are not a source of meaningless comparisons between schools in different circumstances.

Most other local authorities are much more wary. Although some, such as Sheffield and Liverpool, produce reports for their education committees on the overall performance of schools in all or part of the authority, they do not break figures down for individual schools. They all fear the figures might be misinterpreted. The latest report from Sheffield, however, points a more optimistic picture of how comprehensive the results of the Manchester figures presented by Dr Rhodes Boyson, the Tory education spokesman, in his study, *The Liverpool School Figures* show that the number of A level passes has risen steadily from just over 1,000 in 1974 to more than 2,500 in 1977. This reaches a peak when two former grammar schools are included.

With the exception of the Joint Education Board, which has a direct line to the local authority, examination boards send results to the first instance to the schools. Only if the authority specifically requests them can it have them.

This information, in a detailed tabular form, requires considerable handling and totalling to produce a single comparative table. In the South West six authorities (Devon, Somerset, Dorset, Gloucestershire, Avon and Wiltshire) have combined this year for the first time to produce a joint analysis of their exam results. A computer unit at Bath University is working on this, with the aim of developing management aid for headteachers, teachers and local authorities, though results for individual schools will be considered, the aim is to avoid meaningless comparisons.

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educational broadcaster's title of his talk, which calculated to send the word, more accurately the substance of his "Education and the Future" can be ended up with what he ended up with. Even more significant metamorphosis of the education president's title from "Why is education to 'Education, the future?' And he even kept the question mark."

Body blow

On my left, the Writers' Great Britain and the membership of 1,423 of the National Association of Government Officers, 700.

David rarely stands against Goliath at a Union Congress, where a general council are usually of his better care. It is not often that he has a chance to pass judgement on the real preoccupations of the real people, but he did award the decision to the union.

It was with a knowledge of the union's position, rather than a knowledge of the union's position, that the decision to publish a detailed league table after months of opposition by teachers in the county. It was made by the county council contrary to a recommendation of the Education Committee. Brigadier Roger Streetfield, chairman of the Education Committee, said that the main purpose of the league table would be to give parents a choice of what subjects each school offered. He was worried that the booklet would not be widely distributed. A limited number would be available at county hall, and parents could approach their own schools for extracts. Because it would list all subjects entries in GCE and CSE at schools was likely to be a large publication, and casual comparisons would not be straightforward.

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Oxfordshire exam results: was Dr Boyson right to disclose them and what do the schools think? Full report page 5

Let to be first with a league table

Philip Venning

Oxfordshire is likely to be the first local authority to publish comparative exam results for all its 50 or so secondary schools when it produces a lengthy, statistical booklet in November or December this year. The decision to publish a detailed league table after months of opposition by teachers in the county. It was made by the county council contrary to a recommendation of the Education Committee. Brigadier Roger Streetfield, chairman of the Education Committee, said that the main purpose of the league table would be to give parents a choice of what subjects each school offered. He was worried that the booklet would not be widely distributed. A limited number would be available at county hall, and parents could approach their own schools for extracts. Because it would list all subjects entries in GCE and CSE at schools was likely to be a large publication, and casual comparisons would not be straightforward.

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No reason to withhold information

Should examination results be published? Yes. Should an intelligent parent take them into account (along with all the other contextual information) in expressing his preferences in the matter of secondary schooling? Certainly. If they are published, is there a risk that they will be used to devise a crude and misleading league table? Yes. Is this an adequate reason for withholding from parents and public information they need to have if they are to exercise their citizenly duty? No.

The future which greeted Dr Rhodes Boyson's address to the National Council for Educational Standards last weekend stirred up the hornet's nest he no doubt intended. He chose to make direct comparisons between A level results in Manchester and Trafford which showed Manchester (comprehensive, inner city and Labour) in a poor light and Trafford (grammar schools, suburbia and Conservative) in a good light. Without much more information nobody could faithfully say how well either Man-

chester or Trafford schools are coping with their respective educational tasks. But this is not the impression Dr Boyson gave as he jumped on the familiar statistical roundabout.

In fact, of course, it is not difficult to find people in Manchester who believe that too many schools have been allowed to develop sixth forms of too small a size, and that this is reflected in a lack of mature experience and standards by which to measure performance, among some of those now teaching A level courses. (It is also true that parents can and do pick and choose among Manchester's secondary schools, which ought, by rights, to lead to the concentration of sixth forms in a limited number of popular schools.) But Dr Boyson's crude figures are little help in assessing the merits or demerits of Manchester's educational arrangements, nor do they reveal anything about the relative efficiency of Trafford's schools, measured against schools in similar catchment areas rather

than against downtown Manchester. None of the many points to be scored against Dr Boyson, however, goes to the main issue he raised—the publication of the results of public examinations. In this matter, Dr Boyson happens to be right. If examination results are important enough to be a matter of great interest inside the schools (and of great pride to heads at open days), then they must be of interest to parents and to prospective parents, too. If results are to be used, comparatively, as one of the means by which secondary education is monitored and standards are policed, it is arrogant for the administrators and the elected representatives to pretend that they alone can be trusted with such information.

No comment

Africa: Geographical Studies has been written to meet the needs of students at this level. The author has taught in England and Africa and is currently in the Federal Inspectorate of Education, Nigeria—publisher's handout.

This week

Go now, Mr Chips

About 100 teachers will take early retirement this year under a pilot scheme launched by the Greater London Education Authority.

Finance checks

Six national education bodies which rely on local authority grants for much of their finance are to be investigated by the local authorities to see if they should be getting the money.



"Just think of it... no danger, no lead levels, no broken lifts, no rubbish, all the things that are wrong with the school system."

Village fate

Is there a future for the English village and its small school? Rick Rogers, James Hopkins and Jonathan Croll report from Cambridgeshire, Hertfordshire and Suffolk.

Common Market curriculum

Teachers in Britain's West European School cannot only the highest paid in the country, they also have educational and political aims specified for them in writing and are expected to teach a term.

Facets of Truffaut

Sue Lorton looks at BBC's current season of films by Francois Truffaut.

Charting a course

Mr Malcolm Thornton is the new man at the helm of the Association of Metropolitan Authorities' Education Committee. A profile on the Mersey river pilot who has strong views on how to make the education service shipshape.

A yen for study

Japanese businessmen learn how to expand their companies in the British market, thanks to the efforts of a private college in Buckinghamshire.

Lessons disrupted

An estimated half a million pupils have been affected by a rash of teachers' strikes in the United States.

Liberal standards

More teachers must be employed to improve education standards, the Liberals decided at their Southport assembly, which reaffirmed the classic Liberal view of education.

RE badly taught

The majority of young people still want religious education even though they think it badly taught, a survey has found.

Graduates only

Only four-year trained graduates should be allowed to teach in further education colleges, say the lecturers' union.

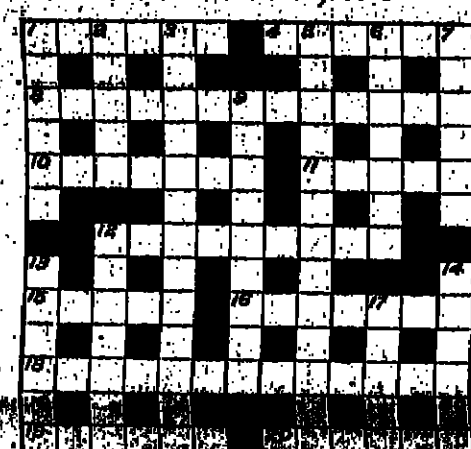
Reforms go ahead

Prince's Minister of Education is to press ahead with a series of unpopular reforms in the training of teachers.

Leaders: 2. School to work, 10 sport, 18. Foreign news, 14, 18. History, 16, 17. Features, the English village, 19-21. Books, children's literature, history, society, 22-26. Resources, 27. Arts review, National Youth Theatre, Young People's Theatre conference, television for school leavers, 54, 55. Drink, 56. Bridge, crossword, 58.

Classified ad index, page 24. Extra Remedial and Special Education, pages 41-56.

Crossword No 1,150



Across

- The Muse is apt to (5).
- Unpleasant (6).
- Old remedy for this unsophisticated (6).
- Not hollower, a place for sun by (6, 7).
- Four-legs takes a two-leg hence (7).
- About 14 (5).
- What one fills into when approval is withdrawn (9).

Down

- Describes the dining room after the office have: fed (4, 5).
- Makes the first move towards harvest (5).
- Weekly excuse for reduced public transport (6, 7).
- Quality attributed to Robert (13).
- Boast about 4 (7).
- Oddly enough is depicted as two of a kind (6).
- Disposition of owner of track? (9).

Maths teasers

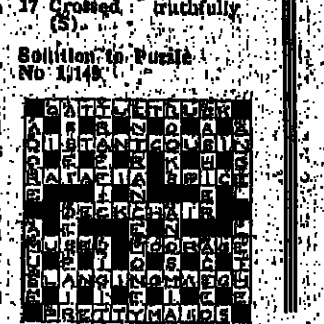


Figure 1
A LEWIS CARROLL BOX
In his book of "Pillow Problems" Lewis Carroll describes how he invented a box with a square base and a square top, and four triangular sides.

of the box, proceeded to calculate its volume mentally. "You can make a model of the box by cutting out the net shown above, which will give you a box with a square base and a square top, and four triangular sides. The net is shown in Figure 1. The box is made by folding along the lines and gluing the sides together. The volume of the box is calculated by multiplying the area of the base by the height of the box. The area of the base is 1 square unit, and the height of the box is 1 unit, so the volume is 1 cubic unit."

Joining the triangles and squares, fixing the two and tripling to a square, and finally fixing the base and the top. Verify that the box is a cube.

A double Lewis Carroll box can be made by fixing one box on top of another, so that it has a square base and top, and four triangular sides. The net is shown in Figure 2. The box is made by folding along the lines and gluing the sides together. The volume of the box is calculated by multiplying the area of the base by the height of the box. The area of the base is 1 square unit, and the height of the box is 1 unit, so the volume is 1 cubic unit."



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The cost of double-dealing

An educational angle to the oil sanctions scandal? Think back to the years from 1966-1970. The pound was devalued in 1967. This was followed by the Jenkins cuts in public expenditure, which fell heavily on education and marked the end of an era of confident expansion. While the cuts were imposed at home, the Hebra patrol was established, and more than £200 million spent on policing oil sanctions against Rhodesia: sanctions which were known at the time to be totally ineffective. The Hebra patrol, in fact, was a way of pouring money into the Indian ocean in an attempt to deceive and stifle critics at home and abroad, and reinforce the Wilson Government's illimitable capacity to deceive itself. It was paid for, in part, by cuts in education.

Sanctions have long since become irrelevant to the resolution of the Rhodesia problem, though the transparent dishonesty of successive governments will continue to do lasting damage to British interests in Africa. But what emerges from the Bingham report is evidence of the readiness at the level of senior Cabinet minister, senior civil servant and senior management in the oil industry to assume that matters of policy—in this case the economic value of trade with South Africa—should override the spirit of sanctions legislation passed by the House of Commons. In due course, the courts may have to decide whether the letter of the law was overridden also.

As unemployment rises...

The current issue of the Department of Employment Gazette includes a review of what is known about youth unemployment and why it has risen faster in recent years than the unemployment as a whole. Many contributing factors have been suggested—some relating to changes which have taken place in the work-place, others to the composition of the work force.

The review discusses the suggestion that the rise in the wages or social benefits of young workers has been a significant cause in making them less employable and deterring on other (inconclusive) grounds. It is suggested to see the employment protection legislation as an important influence favouring older workers at the expense of the young.

What the study comes up with is a last-minute warning (when applied retrospectively) to be able to predict the level of youth unemployment, relative to that of the total employment at any given time. It is anything but simple. When all unemployment is low, youth unemployment is below the adult level; when it is high, it rises rapidly above the adult level, so the formula has to be able to comprehend these changing circumstances.

Publish and be judged

Continued from page 1

Education is a public service, and as such it is subject to public scrutiny. This is a fact which should be accepted by all who are involved in the education system. The Bingham report, which is a critical analysis of the education system, is a valuable contribution to the debate. It is a report which should be read by all who are concerned with the education of the young. It is a report which should be published and be judged.

Of course, schools which seek to carry on the spirit of Circular 15/77 will have a lot more to reveal about themselves than a crude tally of examination results. But people who make it their business to know have always had ways of discover-

the capacity of government to enforce the law of the land impartially, in the face of powerful interests, or, as here, in the face of its own short-term political interests. It is clear that Sir Harold Wilson and Heath should have repealed the sanction laws or enforced them. Prudent policy might have favoured repealing them and ending the naval blockade; but if they stood on the statute book they should have been enforced, even if the heavens fell.

The second educational angle on this unwholesome episode concerns the disreputable campaign it offers to the young. It must confirm them in their cynicism about the policies and politicians of both the major parties, if they are at all interested, they will recognise the ring of truth in President Kennedy's bitter indictment of Wilsonian duplicity, and see it matched in the zealous intolerance which characterised the Conservative enforcement of sanction legislation.

The Americans, who suffered a far more shocking corrosion of public life, proved the strength of their institutions when the integrity of the courts and the persistence of the special prosecutor and a free press forced the facts into the open. It is a measure of the British malaise that both political parties and the top Civil Service now share every incentive to limit the repercussions of the Bingham report, and to absorb them in the ordinary sparring of party politics. How they do it will be an objectless lesson for those who follow up the HMI's ideas of introducing politics into the school curriculum.

mount is below the adult level; when it is high, it rises rapidly above the adult level, so the formula has to be able to comprehend these changing circumstances. The conclusion is reached that an increase of 1 per cent in the rate of overall unemployment is associated with an increase in male youth unemployment of 1.5 per cent. In the case of girls there are complications relating to the movement of women in and out of the labour market at different levels of unemployment.

It is not clear that this study does much to guide policy-makers as to the reasons why youth unemployment rises so rapidly, or what can be done to change this. It does suggest that the prospect of any further rise in the unemployment rate should be met by a more rapid corresponding expansion of schemes for young people. It also supports the conventional wisdom that an upturn in employment generally would quickly lead to a significant drop in the number of jobless young.

Warnock: the way forward

Mary Warnock on reactions to her committee's report on special education—and what are vital priorities now

Reactions to the publication last May of the report on the education of handicapped children and young people, seemed to me to be fairly favourable on the whole. Perhaps I was unduly complacent, or just so thankful to get the thing out that I did not notice the complaints. In any case, the reactions were numerous and widespread, and this was the important point.

But now, at the beginning of a new academic year, it is right to take a general look back at the report itself, and consider what most urgently needs to be done. After the holidays, a formidable round of conferences and discussions is about to begin. What practical message to the Secretary of State and to local authorities can be expected from all this discussion?

In the actual composition of the report, because of the detail that had to be included—the descriptions of how things are now, as well as how they should be changed in the future—there was a danger of losing sight of the new general ideas which we were at pains to put forward. Besides, it is curiously difficult to find expression for special ideas, acceptable to a whole committee.

All the same, it seems to me that the widened concept of special education, by far the most important idea in the report, has in fact been readily accepted. (This is not really surprising, since the idea was there, in the air, waiting to be given precision, a part no doubt of the Zeitgeist.) If special education is taken to mean the special needs of as many as 20 per cent of all children in school, whose needs may be either temporary or permanent, and is not restricted to a special kind of education, then to education in a special place, then the question of integration in the school system is a simple form in which it has hitherto been debated terms on a different aspect.

I see hopeful signs that, in spite of some initial criticisms of the report (many voiced before publication) as having evaded the issue, it is now fairly widely agreed that the issue itself has been wrongly stated. You cannot speak either for or against divorce if there are not exactly two parties in the case. And the notion of the handicapped child as the normal as two distinct parties has, I believe, been effectively undermined.

On the one hand, Clause 10 of the 1977 Act, saying that all children should be educated in ordinary schools unless certain reasons could be shown for educating them elsewhere, can be seen to have come at a good time. We hope, in the report, to have suggested ways in which the clause can be interpreted in detail, for the advantage of individual children, and with regard to the special nature of their needs. But there is one closely related idea, of great consequence, which seems to have received oddly little attention: it is the proposal to abolish statutory categories of handicap, and substitute instead a system of profiles of children, with a view to specifying their actual educational requirements. This proposal itself depends on a fairly

complex system of stages of assessment, the elaboration of which occupied a sizable part of the report. Moreover, we realized that the old system had had one great advantage, namely that a child who fitted into one of the statutory categories had his right to special education safeguarded. With the general loosening of the concept of special need, we feared that some unscrupulous or poor local authorities



"If... it can somehow be demonstrated that to educate is to care, and often to cure, then whatever the details of the future system, the battle will have been won."

might claim of a child that he was being adequately educated, and that he was not. We therefore had to propose that in the case of children with severe, complex and probably long-term educational difficulties the children who would have gone through to stage four or five of our assessment system should be an institution of recording as in need of special educational provision, which would lay an obligation squarely upon the local authority to make provision according to the profile of the child's needs.

We realized that there was a danger here of reintroducing the old handicapped-normal dichotomy under a new name; and also a danger that local authorities might evade their duty to other children whose needs had been assessed and were real and urgent though less severe. All the same it seemed essential to give legal protection to the most severely disadvantaged. I should very much like to find out from the whole of the country whether this whole proposal is generally acceptable.

Among our other priorities was, of course, the new highly topical one of provision for the post-16 group. My strong hope is that the whole of this tangled and murky area will be the subject of a fresh debate. Special needs, here as elsewhere, must be catered for within a coherent system of ordinary provision, and this at present does not

Letter to the Editor

Neglected wealth of the classroom

The account you published in your issue of September 8 of a letter to the editor, signed by a psychologist, has been given by Mr. Hargreaves at the British Association meeting. Psychologists told us, give us answers, not questions. It included some important points. He is right to stress the need for research in the classroom, and in the research often not sufficiently emphasized in pointing out that the classroom is a place where the teacher is not a passive observer, but an active participant. It is a place where the teacher is not a passive observer, but an active participant. It is a place where the teacher is not a passive observer, but an active participant.

The evaluation of this kind of specific practice is an essential addition to the large-scale descriptive studies which have been the staple of educational research. The evaluation of this kind of specific practice is an essential addition to the large-scale descriptive studies which have been the staple of educational research. The evaluation of this kind of specific practice is an essential addition to the large-scale descriptive studies which have been the staple of educational research.

Check-up ordered

Whitehall cash aid

Wendy Berliner

Six educational organizations receive cash direct from central government grants which are in-vested for local authorities to be used for local education. The Association of Metropolitan Authorities, the Association of County Councils and the Council for Local Education Authorities.

The organizations are the National Council for Educational Research, the National Institute of Adult Education, the National Institute for Research in Visual Aids in Education, the National Institute for Research in Education, the National Institute for Research in Education, the National Institute for Research in Education.

The inquiry will begin later this year as part of a fundamental review of the principle of money being taken out of the rate support grant and diverted to national bodies which provide a service for local authorities.

The cash is diverted under section 10 of the Local Government Act 1974. The system was designed to support the necessity of national bodies which provide a service for local authorities.

Although the authorities regulate the amount that comes out of the rate support grant and make recommendations on its disbursement, the Secretary of State for the Environment, who is responsible for the kind of work in which the money is to be used, has no say in the matter. The money is taken away from them before they can calculate the expenditure.

During the last four years it has been estimated that the policy committee of the Association of Metropolitan Authorities and the Association of County Councils cutting back regard not only to the amount of money but also to the content of the grant.

Two years ago their department was asked to allocate to the schools the money which was to be used for the education of the young. The money was to be used for the education of the young. The money was to be used for the education of the young. The money was to be used for the education of the young.

Lord Briggs, provost of Worcester College, Oxford, has been appointed chancellor of the Open University. "It is now about time for a change of leadership," he said. Lord Briggs was formerly vice-chancellor of Sussex University. Sir Walter was vice-principal of Edinburgh University.

Book subsidy report denied

Mr. Gordon Goodall, principal of Lord Williams Comprehensive School at Thame, Oxfordshire, has written a report that parents were forced to pay £3 a year to the school for books. The report was how he described it.

Parents were asked to contribute to the school's amenities fund. If they could, he said. The contribution was purely voluntary and there would be no compulsion. The school, which has almost 1,000 pupils, used the fund to buy equipment, minibuses and other extras. It was hoping to buy a new school bus. The school was hoping to buy a new school bus. The school was hoping to buy a new school bus.

Mr. Hargreaves is a psychologist who has been working in the field of educational psychology. He is a member of the British Psychological Society. He is a member of the British Psychological Society. He is a member of the British Psychological Society.

London gets early retirement

by Bert Lodge

About 100 London teachers are expected to retire early this term or next—under a pilot scheme announced this week by the Inner London Education Authority.

The scheme is intended mainly for teachers who are 63 or over, but applications will be considered from over 50s who have had at least five years' service. These will be regarded as special cases, on which the education officer will decide.

Numbers are limited to 100 by the amount, £100,000, which has been earmarked for the first year of the two-year experiment. As this covers the current financial year, the first departures can be expected by Christmas.

The scheme is based on last year's agreement at national level between teachers' associations and local authorities that teachers over 50 with at least five years' service should be allowed to go early in the interests of efficiency or to avoid redundancy.

Besides the superannuation benefits accrued from service any teacher over 60 is already entitled to a pension so most are probably not staying on to increase this. In that case the prospect of only two added years may not look too attractive, but the authority feels that caution is justified at first although it intends to lower the age limit eventually.

It has no doubt, however, that a number of teachers over the minimum retirement age remain in post primarily for financial reasons. Their departure would increase promotion prospects and, therefore, the incentives in the service generally.

Teacher associations have been advocating this for some time as a way of improving morale at a time when promotion prospects are being seriously restricted by rapidly falling rolls.

While the scheme is aimed at teachers over 60, the second category—eligible teachers over 50—is seen by some observers as a discreet escape route for those older teachers whose performance is satisfactory neither to themselves nor the authority and whose departure would be to the mutual benefit of both.

During the past 12 months there have been several ministerial references in public to the problem of getting rid of weak teachers, and Mr. Williams has more than once expressed his eagerness to come to an agreement with teacher unions on how this could be done. Inner London emphasises, however, that early retirement will be entirely voluntary and even suggests that some priority may be given to applications senior staff who have been displaced by re-organization.

Teachers over 60 would—at the discretion of the employing authority—have up to 10 national years added to their service, with accompanying superannuation benefits. The full cost of this enhancement would be borne by the employing authority.

Inner London recognizes that any teacher over 60 is already entitled to a pension so most are probably not staying on to increase this. In that case the prospect of only two added years may not look too attractive, but the authority feels that caution is justified at first although it intends to lower the age limit eventually.

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All-graduate FE staff urged

All further education teachers should be four-year trained graduates, says the National Association of Teachers in Further and Higher Education in a policy statement issued this week.

The association also wants at least 5 per cent of the teaching force—currently about 85,000 in further and advanced education—to be released for in-service training each year. And a tutor should be appointed in every college to provide a link with professional training for all further education teachers, but particularly for the 70 per cent who are untrained.

Opportunities for research, consultancy and other background work are also sought by NATFHE. While recognizing that the four-

year course of education and training to establish an all-graduate entry must be a long-term objective, the association argues that it is now essential, given that an identical pattern of preparation has been established for school teachers from 1981.

Mr. Malcolm Lee, NATFHE spokesman on teacher education, pointed out at a press conference to launch the policy statement that more and more of what has been traditionally school work was now part of further education. In some areas up to 50 per cent of A levels were now being taken in FE colleges.

The Education and Training of Teachers for Further and Higher Education, NATFHE, Hamilton House, Mabledon Place, London WC1. Members 25p, non-members 35p. Reductions for bulk orders.

Learning kits for use by teachers with children of middle school age (there are separate kits for 7-9 and 10-11 year olds) are being used in 4,000 Schools, Teachers Centres and Colleges of Education. Specially adapted kits are being used in 12,000 West German Schools.

Developed by the Keep Britain Tidy Group schools research project at Brighton Polytechnic, each kit provides enough material to involve a class of 35-40 children in activities lasting up to a term. The kits are durable enough to be used again and again for years. Only one kit is required for the class teacher.

Both kits aim to give children an understanding of a responsible attitude towards litter and related problems in the local environment.

The project adopts an environmental studies approach. Children start by studying their local litter problem—how it affects their environment and how it can be avoided. Later they work on topics like packaging, recycling and refuse disposal and lead on to the wider aspects of the control of pollution and resource management. Interesting and practical exercises encourage the development of study and social skills through interdisciplinary project work linked to maths, science, history, art, drama and crafts.

Each kit contains a teachers handbook, work cards (laminated), a film strip and notes, three wall charts, litter prevention posters plus plastic gloves to protect the children handling litter.

Both kits and a Welsh version of the 10-11 kit are available from Keep Britain Tidy Group, 37 West Street, Brighton BN1 2RE. Each kit costs £2.50 plus 50p p.p. Exploratory leaflets are also available.

KEEP BRITAIN TIDY GROUP EDUCATION PROGRAMME

Does your school have a keep Britain tidy group learning kit?

Learning kits for use by teachers with children of middle school age (there are separate kits for 7-9 and 10-11 year olds) are being used in 4,000 Schools, Teachers Centres and Colleges of Education. Specially adapted kits are being used in 12,000 West German Schools.

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KEEP BRITAIN TIDY GROUP EDUCATION PROGRAMME

Commissioners reject tax appeal on home expenses

The Tax Commissioners have rejected an appeal by a Hertfordshire teacher, Mr Robert Harrison, against the decision by the Inland Revenue not to allow his claim for expenses in providing a study at his home. The appeal was made by Mr Harrison's solicitor, Mr. J. H. Harrison.

Mr Harrison claimed that it was impossible for teachers to complete their duties satisfactorily during school hours and he claimed £100 towards the expense of heating, lighting, rent and rates of a study at his home.

Many teachers in further education received an allowance, said Harrison. Secondary teachers were unjustly treated.

Rejecting the claim, the commissioners said: "The question before us is whether Mr Harrison is expending money on rates, rent, heating and lighting wholly, exclusively and necessarily in the performance of his duties as a school teacher. It appears to us that the

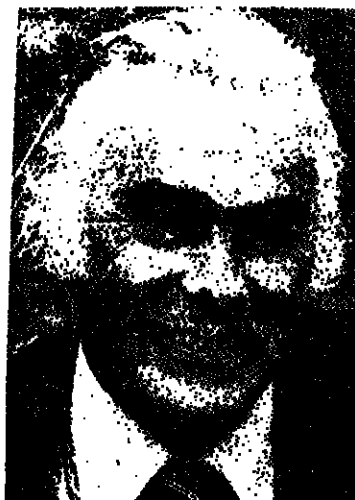
appellant was not obliged in performing his duties to set aside a room exclusively as a study."

They referred to the case of Ricketts versus Colquhoun, quoted by the Inland Revenue, which they said, established that the expenses deductible under section 185(1) of the Income and Corporation Taxes Act 1970 did not extend to those cases where the holder of an office incurs expenses personally and of his own volition.

"In setting aside a room in his study Mr Harrison was not doing something that every holder of his office as a schoolteacher would necessarily be obliged to do."

Mr Harrison said later that it was now up to the teacher's unions to take up the fight and try to win the same concessions that the Association of University Teachers had already won, for instance.

As secondary school teachers are working between seven and 10 hours a week in our homes from of



Mr Robert Harrison; no allowance for heating, lighting, rents or rates.

charge and thus subsidising the state."

Sandra Hemple

Union warns of danger in 'myths' about race and intelligence

by Caroline Haydon

"Myths" and "misconceptions" about race in the classroom are attacked in a pamphlet published by the National Union of Teachers this week.

Race is a social, not a biological description, it says. Teachers are warned to "exercise extreme caution" over the notion that IQ is on index of innate mental ability at which some "races" have more than others.

The pamphlet, *Race, Education and Intelligence*, written by Professor Steven Rose and Dr Ken Richardson, of Open University, is not a textbook for pupils but a "guide to teachers on a very sensitive and complex issue", said Mr Fred Jarvis, general secretary of the union.

It would do a valuable job of "debunking myths and clarifying concepts".

"There is a need for teachers to speak out on this subject in a manner consistent with the belief in the essential unity of mankind", he told a press conference to launch the booklet. "Teachers have a responsibility to encourage discussion which allows pupils to develop a respect for all human beings".

The union recognized that this was a highly controversial area, but it was the view of the NUT executive that the views it put forward were "essentially correct".

The pamphlet does not mention Jensen or Beane, the geneticists whose views on race and IQ have caused controversy over recent years, but it says that research which attempts to show a genetic basis for IQ differences is now regarded as "scientifically discredited".

Neither the term "heritability" nor the term "race" are used accurately in popular speech. Heritability is a technical term in genetics and not a measure of

some general inheritance. For the biologist, race is black or white, Jewish or non-Jewish or Irish, as well as a biological description. Variation is an important concept in genetics, something to say, but they are not the same thing. The confusion of the social with the biological, and the stock in trade of the "intelligence" test.

"Today a person is black or white on the basis of colour, yet this is determined only a small number of genes. A person may have more genes deriving from the ancestors than a 'negro' child, but not have the 'intelligence' to be responsible for this."

The pamphlet argues that there is no general agreement on "intelligence" as a concept. It is impossible to know what is in a person's mind, and the IQ test scores are no more than the results of the tests.

It quotes the example of Stanford-Binet test, in which women scored about 10 per cent lower than men until it was "equalized".

It warns that the school achievement tests for the simple explanation have been put forward in the past. And it concludes that the school achievement tests, such as black and white, tend to be used in schools in which the teachers are not aware of the social and cultural differences of the children entering the schools.

Results will probably be published quarterly. Schools in Sheffield, Oxford and Inner London will be among the first to be scrutinized.

Manchester heads reacted strongly this week to the publication of a league table of the level results of individual comprehensive schools in the city this year.

The conclusions drawn by Dr Rhodes Boyson, Tory spokesman on education, about the effects of comprehensive reorganization in the city are, however, challenged by a report published last year by the chief education officer, Mr Dudley Fiske.

This revealed that a long term decline in the city's A level results had set in before the first non-selective intake of pupils sat A levels in 1974.

From nearly 70 per cent in 1964 the A level pass rate fell to 56 per cent in 1976. In the last two years, however, the decline has been halted.

A possible explanation, the report suggests, was that social and demographic changes in the inner city areas were altering the composition of the children entering the schools.

Mr H. Tomlinson, head of Birley High School (836 pupils, 10 A level passes), said that such results should not be published.

Quarterly bulletin of results planned

Academic achievements in comprehensive schools are to be investigated by the National Council for Educational Standards, according to Dr Rhodes Boyson.

The council, which has been set up as a charity for the purpose, intends to compile a dossier of GCE results obtained by them in each educational authority area, with emphasis on the metropolitan boroughs.

Results will probably be published quarterly. Schools in Sheffield, Oxford and Inner London will be among the first to be scrutinized.

Supporters of the council, including teachers, parents and education officials, will provide information.

Announcing the move at the council's conference in London on Sunday, Dr Boyson released A level results obtained by comprehensives in Manchester. They had been gathered, he said, without the cooperation of the LEA.

In relation to publish comprehensive results Mrs Shirley Williams, Secretary of State for Education, said that the convenience of Labour-controlled education authorities, was supporting one of the biggest coverage in Britain, said Dr Boyson.

Out of 104 education authorities, he estimated that only about 10 to 15 published their GCE results. The debate on comprehensive education was meaningless if it proceeded on the basis of a few maintained schools.

In Manchester, according to Dr Boyson, only six out of 26 comprehensive schools had more than 50 A level passes and only two of these had more than 20. Sixteen schools had more than 10 passes each, of which four had fewer than 10 and another five only 10 or 11.

He advised parents not to send their children to even average children to nine schools with fewer than 10 passes. In 11 schools no pupils got grade A at A level in any subject.

Comparing this with results in neighbouring Trafford, where the grammar school system still prevailed, he said that though Trafford was only half the size of Manchester, it had 1,396 A level passes compared with Manchester's 899. Pupils had three times as much chance of getting an A level in Trafford as in Manchester, and five times as much chance of getting a grade A.

He was true that children in Trafford tended to come from higher socio-economic groups than in Manchester. "Yes, for those of us who believe that there is talent in all classes this can only be a very partial explanation of the dramatic difference in results."

It is obvious that in Manchester a comprehensive system is handicapping working-class children in a way unknown under the previous system.

Results received from schools in the region in December, Mrs Shirley Williams, the Education Secretary, listed 20 points which parents should be told about, not because they should be in a position to choose between schools

Dr Boyson's campaign on exam results

Heads angered by use of figures for political ends

Dr Boyson's figures were misleading. They implied that a bright child would not reach his best in an inner city comprehensive. In fact such pupils tried harder than most to get good results.

"There are fewer bright children in deprived working-class areas than in affluent middle-class ones. The free parental choice system now operating in Manchester also means that ambitious parents tend to send their children to the former grammar schools."

Mr R. D. P. Smith, head of the Central Boys' School (983 pupils, 29 passes), said he would not object to publication results in a "methodical and thorough manner", but these figures were merely to be used for political ends. In this form they would not help inner city schools like his, especially since the results this year were not representative of the school's performance as a whole.

Mrs H. L. Wilde, head of the Central Girls' School (903, 40 passes), was "shocked". Several years ago, she said, heads had decided that such results should not be published.

Comparisons were difficult. Intakes differed and so did exam policies. A high proportion of failures might mean, as in her school, that anyone who wanted to was allowed to try A levels.

Miss W. Blackburn, headmistress of Brookway High School (773, 21 passes), was disappointed by an "unfair picture". The figures, she said, did not reflect the many children with good O levels, who went into jobs or further education.

Mr Jack Schofield, head of Spurley Hey (1,999, nine passes), said his first reaction had been one of "outrage and horror". "I was amazed that information which could affect the welfare of the children and the careers of the teachers could be exposed in so unprofessional a manner."

It would be better to concentrate on steps to break the cycle of deprivation in education.

Mr Albert Pope, head of Nowell Green (850, 11 passes) said he was not worried by the publicity. He objected to being classed as a "sink" school.

"For a start we were formed from two secondary moderns and that's 90 per cent of the story. But our sixth form is growing and we've had A grades in A levels in just about every subject."

Dr Martin Ford, head of North Manchester Boys' School (1,126, 90 passes) said he had had no inkling that figures were to be published. His good results were easy to explain. "We were created out of a very prestigious boys' grammar school. And in this area of the city we are fortunate in where we draw our pupils from."

Mr Colin Crofts, head of Chorlton School, (1,121, 48 passes) said parents already knew the schools' academic record. Every one received a brochure detailing all academic and sporting results when a child first arrived. "What is the point in hiding it?"

Dr Boyson was unrepentant this week. The argument that statistics might be misinterpreted was, he said, "Do we not look at public opinion polls in politics or publish business balance sheets?"

People had a right to know what their schools were really like.

There was no cover up—DES

The Department of Education rejected Dr Boyson's claim that the Education Secretary, Mrs Shirley Williams, group took a "cover-up" of exam results.

A department spokesman said: "It is entirely a matter for head teachers and local authorities as to whether they publish exam results of individual schools. We publish in our annual statistics the results of various types of school. We do not go into details of individual schools."

It would be a mammoth exercise to publish the results of 5,000 individual secondary schools.

In 1960-61 when there were few comprehensive schools 9.4 per cent of the secondary school age group took A levels. In 1975-76 when more

than 70 per cent of secondary school children were in comprehensives 17.9 per cent of the age group took A levels. In 1960-61, 8.2 per cent of the age group passed one or more A levels, while in 1975-76 the percentage was 15.8; 6.5 per cent passed two or more A levels in 1960-61 but this percentage had risen to 12.8 in 1975-76.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said Dr Boyson's comparisons were crude and misleading and compared quite different circumstances and environments as though they were the same.

Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses Association, who described his attack as a "disreputable stunt."



Dr Boyson: denies unfairness

But parents may be unlikely to act on results anyway

Dr Boyson's argument that exam results should be published to allow parents to make informed choices on the school they send their children to is unlikely to make much impact on the parents themselves.

A survey carried out last year by the Great London area Conservative Party revealed that only five in five parents would choose a school on the basis of exam results. The vast majority wanted more say in deciding what schools their children went to.

Although the survey concluded that the vast majority wanted more say in deciding what schools their children went to, they were not necessarily the right answer.

Some schools have carried out the request with gusto and produced with photographs of children in language and science laboratories, workshops and kitchens. Others have adopted Mrs Williams's advice and issued simple duplicated pieces of paper.

Mr John Hais, of the National Confederation of Parents' Teachers Associations said that they were all in favour of parents being given more information about schools, but publishing exam league tables was not necessarily the right answer.

The best schools did not automatically produce the best exam results.

At present parents could ask local heads for details of their schools' successes and most schools were perfectly willing to give this information. There was a tremendous gap between what parents in the world were doing and what one local school was doing much better than another. It was up to the parents to make their own choice.

Primary school survey will not favour back-to-basics lobby

The full report of the national primary survey is unlikely to provide much support for those who are calling for a return to basics.

Miss Sheila Browne, the senior chief RMT, said at a weekend that national newspaper headlines referring to the survey would prove misleading. "We now have perfectly good evidence that a great deal of time and effort goes into the basic teaching of literacy and numeracy and yet the results are not what some people would assume they should be. And no one should leap to the conclusion that this is in some way because of a lack of skill."

"It is very apparent in primary schools that better performance in basic skills is linked to a broader curriculum."

Miss Browne made reference to the survey in a speech to a conference concerned only with secondary and further education, the annual meeting of the Institute of Careers Officers at Exeter. She said there were links between what had been discovered about teaching in primary schools and the teaching of basic skills to less able secondary pupils. Falling rolls were likely to leave the country with about 20,000 comprehensives which will be smaller rather than anything else," Miss Browne told the conference.

Even with an operating margin of staff there would be problems in protecting the curriculum, she said.

Miss Browne said that she believed it would be necessary for schools to group together in the way which was already happening under arrangements such as the Birmingham consortium scheme to cover the range of subjects that they were at present able to offer individually.

"In place of a school's individual negative decision that it could not offer a full choice of sciences or a second modern language, there would be a positive group decision to distribute certain subjects among schools and that pupils could make advantage of the total position. I have little doubt that we are going to have to do this in the areas where such an approach is geographically and educationally realistic."

Miss Browne said the curriculum was being pushed towards a "solid modern basic education which none of the less able individual has a choice to perform at his own level". The desire not to categorize pupils but to keep their opportunities open must mean a greater concentration on fewer things," she said.

Politics for youth

Methodists have made a start on the political education of younger members. In a handbook sent out this month by Dr Fred Milson, former head of youth and community studies at Westhill College, Birmingham, urges that youth clubs to manifest their Christian commitment in political choices.

This, he writes, will recover "a large forgotten dimension of Christian discipleship". Other dimensions of it—prayer, the sacraments and personal salvation—should not be neglected, however.

Activity in trade unions is encouraged. "It is not without significance that a group of Christian men in Dorset in the 1830s are regarded as the founders of the movement."

Three types of "client" for political education are identified: the political consumer who needs to know how political decisions affect him; the political activist who wants to "put in" decision-making; and the student of politics.

PERSONAL COLUMN

John Rae The image makers

It is not so long ago that public school heads would have recoiled in horror from the idea that the Headmasters' Conference should be associated with a public relations firm. The horror would have been partly hypocritical, public school heads, from Dr Arnold to Canon Shirley, have seldom been sloughish operators in the public relations field.

Recently, however, the need for more professional advice in this area led the independent schools to turn to a public relations firm to help them. They have had no reason to regret the move. Their public relations are handled with notable skill and finesse by Tim Devlin, the director of SIS.

Whatever may have happened to the independent schools in the past decade their image has improved. It would be almost impossible now for Lind say Anderson to find backers for a film like *It*.

No one would take the script seriously. The significance of this complete overhaul of the image of independent schools in the eyes of the public and of the media has been lost on the maintained sector. I know of no attempt by the DES to use professional public relations techniques to alter the present bad image of maintained schools particularly at the secondary level.

Local authorities have tried to persuade over 200 heads to merge on the concept of a public relations campaign, i.e. plans for desirability would be a formidable task. It may also be argued that the maintained sector does not need a public relations campaign more than the independent sector, but that it has a captive market, service, that to suggest it should pay more attention to public relations is misleading.

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Education for the Inner City

Conference sponsored by IBM United Kingdom Limited, 2-6 January 1979 Churchill College, Cambridge.

THEME:

The contribution that education can make to the improvement of life in the inner cities.

SPEAKERS:

TESSA BLACKSTONE, Central Policy Review Staff.

NICHOLAS DEAKIN, Deputy Director—GLC/Intelligence Department.

PROFESSOR MAURICE ROGAN, Head of Government Department, Brunel University.

DAVID QUINTON, Child Study Unit, Institute of Psychiatry, University of London.

PROFESSOR MICHAEL WHITE, Head of Department of Child Study, Institute of Psychiatry, University of London.

PAT WHITE, Principal Careers Officer, ILA.

PAUL WIDLAKE, Head of Centre for Educational Handicap, Manchester Polytechnic.

MICHAEL MARLAND, Headmaster, Woodberry Down School, London, (Conference organiser).

The conference will be of interest to teachers, headteachers, advisers, college of education lecturers and administrators who are directly involved in inner-city education. The charge for board and college accommodation for the four days will be £42. For further details and application form write to Education for the Inner City, Conference Office, 22 Compton Terrace, London, N1.

Closing date for receipt of applications 31 October 1978. The proceedings will be published by Heinemann.

Over 100 simple scientific experiments for 6 to 10 year-olds

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by Michael Holt

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Paisley prepares to lead exodus from state system

from Paul McGill in Northern Ireland

The Reverend Ian Paisley's Free Presbyterian Church of Ulster plans to set up independent Christian schools attached to its 10 or more congregations throughout Northern Ireland.

In most people in the province, the schools seem to be solidly fashioned, dominated by Protestant clergy and cherishing the principles of religious instruction and high moral values. Certainly many Catholics who favour integrated education are put off by their strong Protestant flavour, rather than by any tendency towards secularism.

To the Free Presbyterians, however, publicly owned schools have failed because they have strayed from traditional teaching. They have caused the rise of a generation that rejects the Bible by teaching the theory of evolution, the church claimed in a statement last week which denounced the new scheme. The statement also attacked the teaching of sex education and the use of obscene books.

The general secretary of the mainly Protestant Ulster Teachers' Union, rejected the criticism of the schools and argued that the majority of children got no religious instruction at all except in the schools. "Teachers are striving in

very difficult circumstances to halt the decline in moral standards, often without the help of parents", he said.

The right of the Free Presbyterian Church to set up its own schools, is generally accepted but many commentators have doubted its feasibility. Independent schools receive no grants from public sources and even if local churches are used as premises, costs are bound to be high.

Although the announcement could have been a propaganda move, nobody who has seen the remarkable growth of the Free Presbyterian Church over the last decade or so can doubt that the idea of independent schools could flourish.

Moreover, the convenor of the church's education committee called his colours firmly to the past when he declared he was "absolutely confident" that the first school could open in the Co Tyrone village of Kilskeary next September.

Supporters of religiously integrated schools are likely to have mixed feelings. On the one hand, if every sect is to have its own schools, then the job of bringing together the different creeds could become almost impossible.

On the other hand, if Free Pres-

byterians and people like him leave the state system, the backbone of Protestant resistance to integration is removed and state schools could well become more acceptable to law Catholics.

Of course, Catholic opponents of integration are likely to make mileage out of the claim that the Free Presbyterians are admitting what the Catholic Church has always said—that schools must be imbued with a religious ethos and that requires separate schools.

The similarity between the Free Presbyterian case and that of the Catholics could encourage the Free Presbyterians to apply for maintained school status. This would mean they could get 85 per cent grants towards capital costs and 100 per cent of running charges thereafter. In return they would have to concede one-third Education and Library Board representation on each school management committee.

This is the system under which almost all Catholic schools operate, but the education boards and the Department of Education must agree to accept the school as a maintained school. At a time when pupil numbers are falling—even in later and more slowly than in Britain—public subsidies to new schools could mean unused rooms



Ian Paisley: theory of evolution should not be taught.

and unemployed teachers in existing ones. But Northern Ireland laws enshrine the principle that parents can send their children to a school which is acceptable to them on the grounds of religion. If sufficient Free Presbyterians existed to justify a new school, they would presumably be entitled to one as would a group of Catholics. The boards may not have to face this problem, since the Free Presbyterian Church has decided it would be pointless to apply to them for maintained status. "We are not independent schools by choice", argued a representative, "but because grants are available to Catholics and not to us."

Asian prospects

Life after school and college may contain a rude shock for the Asian children who shone so brightly in their exams. A new report suggests that discrimination will be only part of their problem. Caroline Haydon reports

Schools have wisely refrained from boasting about how they provide for children who came under the rather clumsy umbrella title "ethnic minority group". Yet just occasionally they allow themselves the odd pat on the back for the way they are coping with one group—the Asians. After all, they are a group which appears to be doing well. Recent studies have indicated that not only do Asian pupils keep up with their white classmates, they often outstrip them, a not inconsiderable achievement when language and acclimatisation difficulties are remembered.

Any popular stereotype has it that these successful students are less likely to lengthen the drole queues than West Indians since they tend to go straight into the family business.

But two new studies from Leicester and Walsall have produced evi-

sample was in full-time further education compared with only 8 per cent of the white. Some 10 per cent of the Asians and 7 per cent of the whites were unemployed.

It was clear, says the report, that Asians experienced greater difficulties in finding jobs than their white peers.

When it comes to explaining why two groups with very similar educational qualifications fared so differently, the CRE, in an introduction to the reports, makes no bones about blaming discrimination.

The studies suggest that young Asians are affected by the "cumulative effects" of prejudices and "bar" out other findings that discrimination in employment is widespread—above all at recruitment stages—the commission says.

It adds that the Asians face another drawback—the lack of a helping hand through the career jungle. White parents advise their children or even, more usefully, get them introductions to employers.

Asian children were therefore far more dependent on official agencies and on schools careers advisers. Parental belief in the value of education was obviously one reason why more were so many Asians in colleges of further education, but another was simpler and more depressing—many were there because they could not find a job.

Asked why they enrolled at college, 21 per cent of the Asians indicated it was through necessity. Only 2 per cent said they needed college lessons because they did not feel proficient in English.

The majority—69 per cent—said they deliberately decided to go on

education in the type of courses taken by Asians and whites. Ninety-one per cent of Asians were on full-time courses, and only 27 per cent of whites.

For the white sample it was clear that the majority in part-time FE were attending courses as a form of employment-linked training. Asians on part-time courses tended to be unemployed and studying for up to one and a half days a week with no alternative, says the report.

There were also so many Asians wanting FE places that Leicester was "unable to cope with the demand", and had to "bus" Asian students to colleges 10 or 15 miles away. That in itself produced a "hardship" racist reaction from some of the white students.

The two studies differ over how high up the career hierarchy they feel Asians sit. The Walsall group, which interviewed random samples of leavers, sent out questionnaires and interviewed career teachers, takes the large numbers of Asians in FE as evidence that their job aspirations are higher than those of the whites.

Unlike their white working class peers, have not, says Walsall CCR, been socialised into "realistic" (astounding) job aspirations within the context of the jobs available on the local labour market.

The Leicester group prefers to emphasize that the differences in the numbers of Asians and whites in FE "cannot be attributed to aspirations alone". It is also important to remember that many of them have already tried to find a job and failed, or have had difficulty in pursuing certain courses at school. It says, in any case, the

local labour market is not

generally "open" to Asians. It adds that many of the Asians who were concentrated mainly with secretarial or technical jobs.

Nonetheless both studies agree that the Asians show an intense faith in education which is only too likely to be dashed the minute they walk out through the school or college door.

They agree that in every case the white boy has more chance of success and the Asian girl the least. And they pose some worrying questions about what happens when the Asian "bubble" of illusion about what education offers is finally burst.

Aspirations versus Opportunities is published by the Walsall Council for Community Relations and Leicester Community Relations Council in conjunction with the Commission for Racial Equality. Available from Leicester CRR, 24 Park Avenue, Leicester LE1 1JH.

Formal qualifications will little help to young Asians get a foothold in industry.

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Mystery of unfilled apprentice places

by Jill Sutton

Twelve engineering apprenticeships are going begging at Blackpool College of Technology and Art—the biggest of its kind in the north-west. Mr Michael McAllister, the principal, has called for an investigation.

"It appears to be a terrible indictment of the whole education system," he says. Mr John Green, a leading trade unionist, has questioned whether youngsters are missing out because of a lack of communication between schools, careers services and local engineering firms.

Many teachers, albeit with the best will in the world, go from school to college and university and back into school as teachers," he said. "They have no idea about

what goes on in the world of industry and are the last people to encourage children to join the vital world of engineering."

Mr McAllister says he and heads of departments at the college were shocked when, at a meeting with local engineering concerns, they discovered that far from having queues for the first-year course in engineering, there were a dozen vacancies. Local careers officers told him they could not fill the places although the training could lead to good jobs as skilled workers.

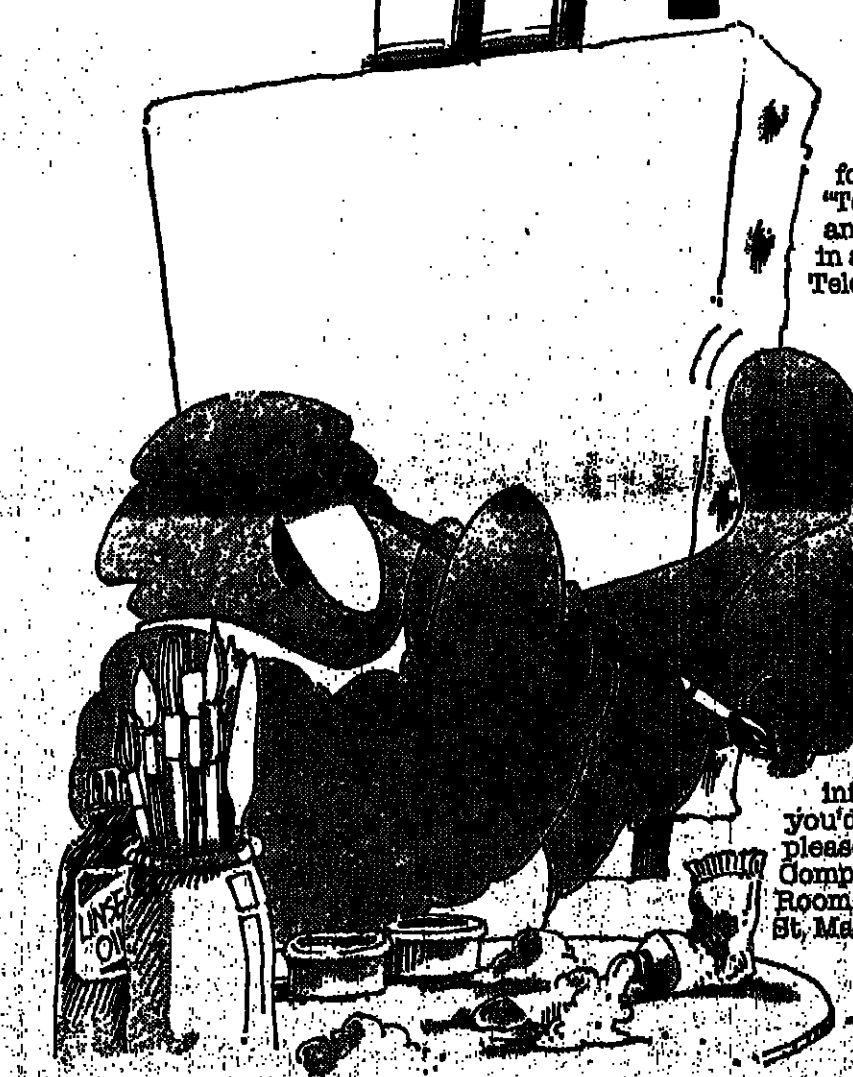
Students are recruited for the 70-odd places from local industry, through a consortium of small firms which bands together to bring in a specified number each year, big firms which take on their own apprentices, and the Engineering Industry Training Board, which has its own centrally-funded award schemes.

"Clearly something has gone wrong with the system," said Mr McAllister. Eight unemployment was, ironically, part of the problem. "The youngsters are responding in a sensitive way to the economic climate and the gloomy talk about the future of engineering. Constant strikes among toolroom workers at Blackpool does nothing to ally their fears."

"We all tend to advise youngsters to take any job that's going if they're out of work. And it is also apparent that skilled men are not being enough by comparison with the unskilled, who don't have to spend four years as apprentices."

Mr Green, who is a lecturer at college and a member of Blackpool Trades Council, wants a special register to be set up to help the young unemployed.

Let their imaginations take wing on our art competition.



We're running a pictorial competition for young people on the theme "Telecommunications in day-to-day life and in the future." This is being organised in association with the International Telecommunication Union.

Entries should show how young people imagine telecommunications will develop and what their effect will be on family life, mass communications, economic and social development and fostering understanding among people.

Photographs, drawings, paintings or other illustrations can be submitted.

And entrants will be grouped in three categories: 8-12, 13-15 and 16-18.

There will be 180 prizes adding up to £6,750.

We believe it's the perfect subject for a project.

We are in the process of mailing information to all schools. However, if you'd like a personal copy of the rules now, please drop a line to Colin Wise, ITU Pictorial Competition, Post Office Telecommunications, Room 488, Union House, St. Martin's-le-Grand, London, EC1A 1AR.

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The meetings will be held in Bristol (10 October), Solihull (10 October) and London (12 October). Full details are available from Bill Colman at NEC.

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Malcolm Thornton: diplomacy likely to face a stiff test

Pilot's progress

by Wendy Berliner

Mr Malcolm Thornton, the 39-year-old Conservative who is the new head of the Association of Metropolitan Authorities Education Committee, is busy charting what is likely to be a controversial course.

As a senior river pilot on the Mersey he is used to negotiating dangerous waters but whether the Labour opposition is going to be led weekly along this choppy route is open to question.

His aim is to see the committee submit a new round of proposals on issues which he believes are crucial to the future of the education service.

He feels that the committee has been bogged down by detail during the last couple of years and has failed to grasp the nettle of major issues such as parental choice, funding, school rolls and standards of curriculum and literacy.

He is anxious to keep the consensus of opinion that was the feature of the committee before he became chairman earlier this summer but he will probably be disappointed. Although Labour members may have been willing to strive for consensus at a time when the political sides were equal it is unlikely they will wish to continue this system when they are in the minority and have nothing to gain.

But Mr Thornton is likely to be unbothered. He is the sort of man not put down easily, in spite of being a comparative new boy to education. A comparative new boy to education.

One described him as "the sort of man you cannot get angry with". But in spite of the fact that he seems to have made endless friends and no enemies on either side of the political divide he is still an enigma to them. He is deemed a moderate but claims to have strong views "on a whole variety of subjects".

After four years many of his Labour opponents feel that they still do not know what those views are and think that his true colours will be nailed to the mast only now as his chairmanship of the committee begins in earnest.

Malcolm Thornton is a great believer in the consensus of opinion on educational issues which he is certain comes from all sides of the political spectrum.

"There is a huge amount of common ground and unanimity of opinion on the issues which unite us. One of the things that has impressed me about my work in the AMA has been the tremendous amount of unanimity between the political parties."

How long that will last with a Labour group no longer obliged to be so polite is open to question.

Presumably his views on selection for secondary education will be inescapable of commanding themselves in the opposition. He believes that selection should be brought back because, as he says, education should be geared to the needs of the individual child.

"Every parent knows that children's needs differ physically, mentally and emotionally."

He does not want the 11-plus back, but he does want separate schools for children wanting to pursue different kinds of careers. He is predicted by commentators to be a primary school head.

Under his system children would share a common core curriculum for 90% of their time. During the last couple of years he has been in the middle of a battle to get the curriculum for the 11-13 age group to be more flexible.

He is a man who is not put down easily, in spite of being a comparative new boy to education. A comparative new boy to education.

Any stigma attached to children who do not go to a domestic school is the price to be paid for higher standards, don't believe you can have it both ways, he says.

Malcolm Thornton has worked for four years in the Luxembourg European School and was head of a primary school in Warwickshire.

His first came onto the Warwickshire Council in 1980. He became chairman of the housing, education and passenger transport committees.

When Warwickshire came its leader during the last three years he resigned the leadership to him to concentrate on his national work in education.

Now he is a potential candidate for a seat in the House of Commons. He is a Conservative and has been a member of the Conservative Party since 1975.

He is looking to join the Conservative Party. He is looking to join the Conservative Party.

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How the Euro-children are schooled for a communal future

A first British school dedicated to producing the next generation of Europeans opened its doors on Monday to 61 children and to the highest-paid teachers in the country.

It is sited at Culham in Oxfordshire, where the Joint European Project (JET) atomic energy project is housed and will educate the children of Common Market Commission employees. There are eight other European schools in Luxembourg, Belgium, Germany, Italy and the Netherlands.

About a dozen Culham pupils are from the upper age limit is currently 14, although the school will eventually cater for 600 children aged between four and 19. Instruction is in any of the official languages of the Common Market countries.

The headmaster, Mr Derek Hurd, accustomed to running unconventional educational establishments, is Culham's unique blend of a 100-pupil comprehensive school and a residential adult education centre, the Easthampstead Park Educational Centre in Wokingham.

Mr Hurd said the teachers were embarrassed by their generous salaries. Though the exact sterling equivalents had yet to be calculated, his will be at the top of a scale rising to about £16,500.

Nursery teachers will be paid between £6,000 and £10,500, primary teachers £6,500 to £12,000 and secondary teachers £9,000 to £16,000. All rather different from the £2,964 to £6,621 Burnham scale and even the £11,344 top rate for a headmaster in the State system.

Not surprisingly, competition for jobs in these schools is tough. Mrs Anne Day, formerly an industrial teacher in a nearby village, described how she was interviewed in English, German and French for the job.

The only other British teacher appointed so far, Mr Arthur Pearce, worked for four years in the Luxembourg European School and was head of a primary school in Warwickshire.

The object of these schools is to provide education for the children of European Commission staff according to a common curriculum in order to make it easy for children to move about with their parents. Perhaps.

Children transfer from the international nursery class at the age of six into specific language sections for most of their learning. At Culham, the curriculum includes English, French, German and Italian sections, although music and sport are done together.

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be born in upon them as they mature that they belong together."

"Without ceasing to look to their own lands with love and pride they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them to bring into being a united and thriving Europe."

Asked about the idea of a school with political aims, Mr Hurd likened Culham's philosophy to the "God, King and Country" outlook of many public schools.

JET employees are presumably recruited for the scientific expertise rather than their political views but according to Mr Hurd, most of the parents are keen Europeans.

If they are dissatisfied with the school they have representatives on the schools' governing body which meets in Brussels. The teachers are represented on this board, too, as are each of the governments.

Part of a rubric that has to be incorporated literally into the fabric of every European school, says: "Here, while all pupils will be taught their own country's language, literature and history by teachers from these countries, they will all at the same time become accustomed from childhood to speak other languages also and absorb the combined influences of different cultures which together make up European civilisation."

Maximum permitted class size is 32, after which another teacher is appointed and the class divided. For languages the maximum permitted class size is 25. From 11 to 19 pupils work towards the European Baccalaureate, recognized for university entrance in all the nine countries.

Mr Hurd summarized the school's ethos as "attendance to hard work with the minimum of distractions".

All this appeals to some parents, it seems. Already the school, which is housed in the former Culham teacher training college, has received inquiries from nearly 100 parents from as far afield as Reading, Slough, Oxford, and High Wycombe.

"It is heartening that so many parents are so European minded that they want their children brought up in European schools," Mr Hurd said. But so far all such requests have been turned down except in the case of some French expatriate children. Though the head does not rule out the possibility of taking some British pupils whose parents are not EEC employees, he said. "We must not create a largely British school with other language sections."

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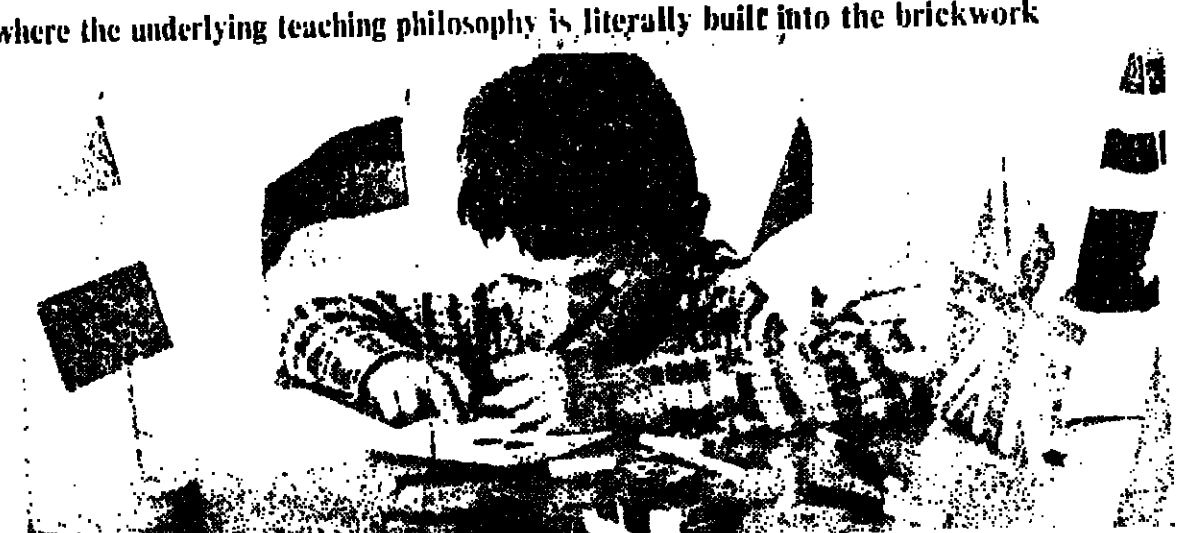
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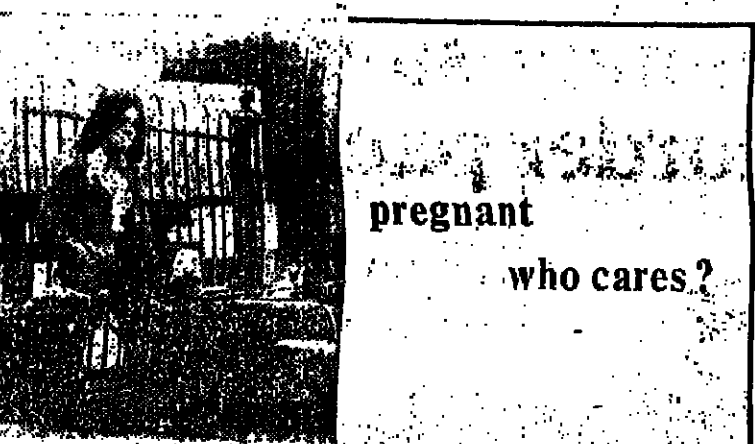


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The Illustrated LONDON NEWS OCTOBER

Poly awards no-exam student upper second class degree

A thirty-year-old mature student's hopes of a good degree in business studies at Middlesex Polytechnic seemed dashed when his final year was disrupted by ill-health. He had three operations and the sight of one eye.

Mr Stanley Moss accepted advice from his tutors not to sit his final exams and accept an aggregate degree instead. But this week Mr Moss was surprised to receive an upper second BA and was full of gratitude for the polytechnic and the teachers.

Mr Moss arrived at Middlesex working in accountancy, insurance, and as an estate agent before making up his mind about degree courses. He was 30 when he started his first year and finished his fourth and final year that ill-health struck. He completed all his

essays except one, but could not do his final year project. The degree is based partly on the exam and partly on continuous assessment.

Then he was told he had been recommended for an upper second. Mr Arthur Hindmarch, course leader in business studies at Middlesex, underlined the exceptional nature of Mr Moss's case. "It really has to be a genuine case. There is no doubt he was an invalid."

The examination board said that no future student could take this case as a precedent. CNA rules do allow for an examination board to make a recommendation for a degree in lieu of a final exam. The rules do not require an aggregate degree to be awarded in similar cases.

Mr Moss's case is a rare one. He is a mature student who has overcome significant health challenges to complete his degree.

His achievement is a testament to his perseverance and the support of his tutors and the polytechnic.

Mr Moss's story is a source of inspiration for other students facing similar challenges.

His success shows that it is possible to achieve a degree despite significant health problems.



Industry links can waste teachers' time

"As I see it the function of the industrial strategy is to enable industry to produce the wealth which will provide the basis for an expansion of demand for services which will create the jobs we need. It is in this way that we will be able to provide better health services and get rid of crowded classrooms."

auditories did not provide sufficient resources for the development of the careers advisory services. We can provide some help from our department, but what we can't do is to provide paid people. The Minister of Education and Science would want to know what I was up to if I started putting teachers on my department's payroll."

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encountered by the national system in developing the administrative and financial mechanisms necessary to support the system proposed. Maximum delegation to the institutions of higher education entitled to adequate local and national monitoring will be necessary.



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Minister presses ahead with teacher training reforms

PARIS

Despite warnings from the *Fédération de l'Education Nationale* the French teachers' TUC, M. Christian Beullac, Minister of Education, is to press forward with the programme of reforms in teacher training introduced by his predecessor, M. René Haby.

New approaches to the selection and training of both primary and secondary school teachers have long been regarded as crucial to the success of "comprehensive" education. Union attitudes were both ambiguous and critical of the government's policy. A meeting with the Prime Minister, M. Raymond Barre and the Minister of Education late last month produced proposals to meet some of the union demands.

Particularly important in improving the relationship between teachers' representatives and the Ministry has been the publication of two decrees. The first deals with the competitive entry examination for admission to teacher training college, the second modifies the position of teaching auxiliaries.

The old system of separate examinations for girls and boys is to be replaced. It was abolished as discriminatory in 1975 by Mme. Francoise Giroud, then Secretary of State for the Feminine Condition.

In future, separate examinations will be held in those departments where the proportion of primary school teachers of the same sex is more than 65 per cent. Current estimates suggest that around 67 per cent of kindergarten and primary school teachers are women. Mixed entry examinations, it is felt, would only accentuate this, particularly since girls are more successful at examinations than boys.

Though directed ostensibly at correcting the imbalance in the sex ratio of pre-primary and primary education, the decree lies in the secondary sector. The *Syndicat National des Instituteurs et Professeurs de Collège* the major secondary school teachers' union—has long been pressing for the right of primary school teachers to hold posts in secondary schools following re-organization. Mixed entry examinations would mean in the long run that many posts in secondary education, at present held by men, would be taken over by women.

Under the second decree, the competitive examination is to be opened to part-time auxiliary teachers. Currently, there are around 5,000 teaching auxiliaries, none of whom have any guarantee of employment. Some are recruited on a yearly basis, others by term.

Children get help to enjoy the arts

from Colin Narbrough

COPENHAGEN

A three-year campaign to improve culture for children at a cost of 20 million kroner (£2.3 million) is called for by a special group of Sweden's Education Department.

Chairman of the Children's Culture Group, Mr. Kersin Jordan, argues in a report to the department that it is essential to provide children, as well as adults, with better access to music, film, theatre, the written word and art.

The 200-page report follows an announcement earlier this year by Education Minister Jan-Erik Wikstrom of plans to promote development in this area.

Problems covered range from the development of leisure centres for children to town planning from the child's angle, culture as part of social welfare and the mass media's impact on child audiences.

The culture group call for urgent measures in all areas. It wants for only more financial resources but also organizational changes and notes for the training of specialist staff. It would like local authorities to play a major role in meeting the cultural needs and suggests taxation changes to compensate the poorer authorities.

All children in Sweden should have the chance of a place in a preschool that stimulates various forms of artistic expression, it says.

State efforts should be primarily focused on the young people who do not at present participate in any cultural activities and cultural institutions with state support should concentrate on child and youth activities within their own areas.

The report also proposes special government grants for poorer authorities and state ministerial authority to encourage schools to give children access to the arts.

Politicians find face-saving formula

from A. S. Abraham

BOMBAY

After 16 months of vacillation, committee meetings and conferences, the federal government has decided to keep India's formal education system intact.

All children in India should have the chance of a place in a preschool that stimulates various forms of artistic expression, it says.

State efforts should be primarily focused on the young people who do not at present participate in any cultural activities and cultural institutions with state support should concentrate on child and youth activities within their own areas.

The report also proposes special government grants for poorer authorities and state ministerial authority to encourage schools to give children access to the arts.

chicken in return for a lesson or two...

MEXICO CITY

from Emil Zubryn

Most of them were persuaded to become teachers by neighbours' improved by their "knowledge" and anxious for their children to have some kind of education.

Often, in rural areas, they are paid in butter (chickens, eggs or milk). There are also "teachers" without diplomas working in towns and cities, even the capital.

The teacher training programme launched this month will continue until the entire primary school teaching force is "professionalized".

Classes disrupted for half a million

from Clive Cookson

WASHINGTON

Many states will be voting in November on measures similar to California's Proposition 13 to cut local property taxes (and therefore school revenues) and/or limit local and state government expenditure.

The most interesting contest is likely to be in Michigan. There three proposed amendments to the State Constitution will be on the November ballot. One would tie each year's state spending and taxes to a percentage of the gross personal income of state residents. The second would cut local property tax by 50 per cent and limit state income tax.

But it is the third that most alarms Michigan education spokesmen. It would stop financing education by local property taxes and institute a state-wide voucher system instead (YES July 21). Vouchers would be used to send children to private, parochial (church) or public schools.

Boycott of management board polls

from John Walshe

DUBLIN

Irish National Teachers' Union (INTU), has decided to boycott next month's elections to management boards to run the country's 3,500 schools.

The union will not allow its members to stand for election to the boards which represent teachers' representatives nor help with the arrangements for elections.

The union is demanding an overhaul of the boards which were introduced on an experimental basis three years ago and has asked Education Minister Mr. John Wilson to remain in office until such review is completed. He has refused to do so.

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Facets of the beloved

An appreciation of the work of Francois Truffaut by Sue Lerman

No contemporary film-maker is more deeply and more evidently in love with the cinema than Francois Truffaut. Even now the youthful ardour which glued him to endless Cinémaquique programmes seems undimmed. And in the repeated manifestations of these intimate sentiments lies a warmth and a vulnerability which are immediately endearing. What better director for the BBC to highlight in a Saturday night season, not only to introduce that provincial xenophobia to non-English language cinema, but to air a view of cinema rare in a country where there still lingers a feeling that cinema isn't quite respectable?

Of Truffaut's 18 or 19 works the BBC is showing a representative selection of nine, including the new *La Chambre vagabonde* (The Green Room from Henry James's *The Altar of the Dead*). They opened with *L'Argent de poche* (1976), not Truffaut's most resonant film but illustrative of his abiding concerns and hurrying back, in its focus on childhood, to his first full-length feature, *Les quatre cents coups* (1959), the unexpectedly delicate debut of the then virile critic of *Cahiers du Cinéma*, and initial forerunner of the auteur theory.

Children are important to Truffaut, both to themselves and as father of the great: perceptions, ideas, relationships figure as prominently in any public issues of education, parental responsibility, and so on. Indeed *Les quatre cents coups* is semi-autobiography; and it became the first of four films (*Antoine et Colette*, an episode in *L'Amour est un art*, 1962; *Baisers volés*, 1968; *Donnicote conquis*, 1970) on Antoine Doinel, played throughout by Jean-Pierre L  aud and owing as much to his development as to Truffaut's preconceptions, pursuing him through adolescence to adulthood, to love and marriage.

These last subjects rear through all Truffaut's films, filtered through his exploration of all facets of his beloved, of her formidable powers of evasion, of her (F  reux sur le pianiste, 1966), science-fiction (F  reux sur le pianiste, 1966) and other genres are given



a scene from *L'Argent de poche*

new, not necessarily altogether successful, looks in the perpetual quest for greater understanding of the individual and his lot. In his best films, the characters retain that core of unknowableness, though caught just there in time and space, their feet on the ground. They may try to take off, as in *Jules et Jim* (1961), a film of triangular loves, which itself entirely takes off, but finally gravity is the victor.

Thus a mastery of the language of film has to be added to a special quality of access, to a script as alive to nuance as any serious novel, and to a sense of place. In *La nuit am  ricaine* (Day for Night, 1973), about the trade rather than of the studio production, there is a scene where a kitten has a part. Truffaut could undoubtedly get a worm to act. He somehow absorbs the actor into the film, immerses him until the shades are precisely right.

Words and books are Truffaut's second love. If he never questioned, as others have, the value of the chilling process of the wild child in *L'Enfant sauvage* (1969), a film visually immaculate in its recapture of the eighteenth-century sense of reason and ordered nature, it was surely a reflection of an innate horror at lacking the gift of speech. He has, however, a self-confessed difficulty with English; does this stem perhaps from the weakness of the less romantic language in some registers? Much of the trouble in appreciating *The Story of Ad  le H* (1975) comes, one feels, from his being in English, and, like the actually awkward *La Strada* du Mississippi (1968) set outside France, *Les deux Anglaises et le Continent* (Anna and the King, 1971), another triangle, though partly set in England, and recalling the *Bront  s*, is safely founded in the French.

And that is where Truffaut will remain forever embedded, at home in the city, the

provincial town, or the country, the down a Paris street, sweeping across fields, peering into a bar, conveying to us over here on our island. Truffaut is, of course, part of a larger collection by P. Graham, *The New Wave* (OUP 1976). Exclusively on film, books include G. Petrie, *The Cinema of Francois Truffaut* (London, 1970), D. Allen, *Truffaut* (Cinema One, 1970), a detailed study of editing techniques in *sur le pianiste*, see K. Reisz and G. Allen, *The Technique of Film Editing* (1969). By Truffaut himself there is *Chaque fois Hitchcock* (Hitchcock, 1975), and *Les Films de ma jeunesse* (1975), a collection of writings on his and American cinema. *Not in BBC season.

Brand leader

Ken Robinson and Tony Allen on the National Festival of Youth Theatres Summer School which took place last week

Over 240 young people, in ten companies, came together last week to participate in the second National Festival of Youth Theatres Summer School, organised this year by the County of Northumberland. Reliable sources put the current number of Youth Theatres in this country at around 450 and rising. Not all of these are school-based. Working from clubs and arts centres as well as schools, they involve college entrants, young workers and unemployed school leavers, as well as school students.

The growth in youth theatre is one aspect of a resurgence of involvement in voluntary arts activities inside and outside the formal structures of education. The Festival itself was welcomed as a major opportunity for companies to share their work and compare ideas

and standards. As this was only the second year of an event which will undoubtedly expand in years to come, it may be timely to offer some comments both on the quality of the work and some of the processes by which it came about.

There were two main components: the performances themselves, and practical workshops for the participants. The productions ranged from re-worked classics, including *Sophocles' Electra* by the Epsom Youth Theatre and a version of *Cyrano de Bergerac* by the North East Youth Theatre, set in the trenches of the First World War, to more personal productions devised by the groups. Two of these shows deserve special comment. Screened at *Scheme* by the Dudley Youth Theatre explored the attempts of Rob, a spunky school-leaver to make sense of the exploitative world of work and the constricting roundabout of unemployment.

The production stood out not so much for its theme but for the wit and panache of the show itself. The performance was shot through with energy and fun—in the largely improvised dialogue, in the original music and the deliberately downmarket song and dance routines.

The outstanding production of the week was *Don Quixote*, which came from the Leicestershire group. Derived from the original text of Cervantes, the play was a tour de force of ensemble work. The story, though by Cervantes, was performed through a group of strolling players. It was vibrant with theatrical skill and surprise: from body puppets to slick technicals, precise choral narratives and sure singing. It showed convincingly that, at its best, youth theatre should ask its audiences to make no allowances and that in some forms of theatre it is actually a brand leader.

The value of youth theatre lies not just in performance per se but also in giving those involved an opportunity to express personal

concerns. Benwell Youth Theatre, for example, touches on the problems of single-parent families, the politics of squatting, the role of women and the often debilitating effect of the expectations parents have for their children. Primrose Hill School, from Leeds, offered a buoyant adaptation for a in *Kanby Boleyn*.

Not all the groups were successful, however, in making the transition from group-based improvisation to audience-oriented performance. It was difficult to escape the feeling that in some shows the main value had been for the group, in the devising.

Good work it became clear was unlikely to result from poor direction. Directors and leaders of youth theatres working from improvisation need the qualities of both director and playwright. Their initial task is to release the energy and confidence of the group and to develop performance skills in the process. In drama workshops, the experience is intimate and focused on the group. In working for an audience, different, if related, skills are needed and not just those of lighting and stage-up. On the evidence of some of the work of the Festival, youth theatre is beginning to evolve its own unique style rather than being a mere extension of professional companies and trying to emulate them. But to be really successful these companies need access to the more abstract skills of the dramatist: a sense of economy, character, form and symbol. In this respect the Festival Workshops have great potential value.

This year the participants moved between general workshops with members of TINS, the education committee of Northumbria, and more specific sessions in voice with Clwyd Barry, speech coach with the Royal Shakespeare Company, and mime with Pat Keywell, well-known for her work on BBC television's *Visions* and with the

National Theatre of the Deaf. Technical workshops were also on offer. As so many groups were actively engaged in their own plays it was sad that sessions in working playwrights were not included in the programme—a gap to be filled next year.

Interest in next year's Festival is already growing and plans are well laid for it to place in Leeds. As the festival grows so does the number of performance spaces needed to accommodate long drives between events and to tend to the audience numbers and to the festival atmosphere difficult to sustain. At Leeds this event is to be kept in a compact area.

But a big problem for the future will be the question of selection. With more criteria for judging several shows a year, the number of productions need to be carefully thought out. The issue is not whether or to select but how it is to be done. Obviously there should be variety to reflect the range of work being done. But the festival should not develop into just an annual jamboree. Given imaginative selection it could have a major influence on the future quality of direction of youth theatre as a whole. Questions of subsidy and sponsorship also need attention. This year's festival was sponsored by the Midland Bank, the Gubben Foundation, Northumbria Arts, the education committee of Northumbria and South Tyne. More help may be needed in the future. At least one group this could only take half a cast because of a lack of funds and others are returning to areas to organise events to cover over.

Further information about next year's festival can be obtained from David May (Inspector of Schools—Drama), City of Leeds, Education Department, Dudley House, Leeds LS2 8PT.

ike freaks

William Croall

Bicycle Planning Book, by Mike Hudson. Books/Friends of the Earth 721 0172 X. *Ahead: The Bicycle Warriors*, by Mike Hudson. Books/Friends of the Earth 95p. 907066

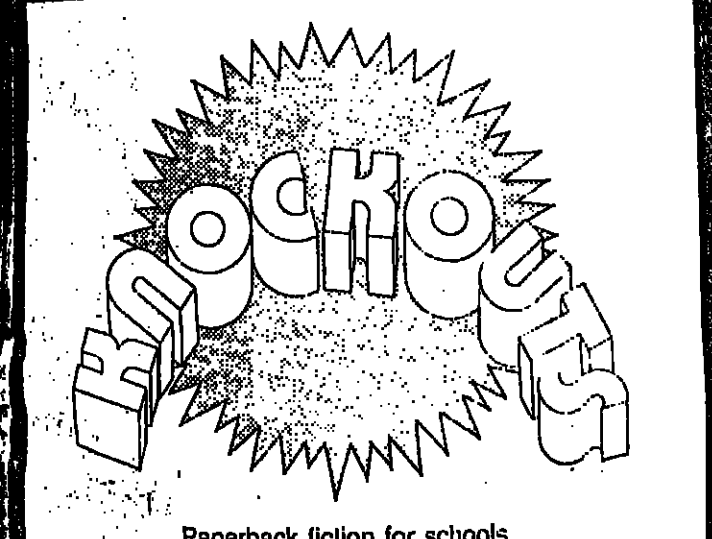
The bicycle revolution nigh? The car on its last wheels? Certainly you no longer need to be a cyclist to appreciate the social, environmental and health arguments for travelling on two wheels. But convincing town planners and politicians that they should do something positive and imaginative about the needs of cyclists can be a different matter. *The Bicycle Planning Book* is just the tool you need to work on such a journey. Sober but not pedantic, clear and powerful, the book builds a case for a radical rethink of transport policies. It is a volume waiting to be compiled, a local or national Cyclists' Charter could be a very effective indeed from the book alone.

A contrast Britain's appalling

record in catering for cyclists with experiments in other European countries, and then looks in detail at the pros and cons of the few innovations that have been tried out here—for example, the cycleways in Stevenage, the combined cycle and pedestrian paths in Sweden, and others. There are also excellent chapters on safety, the tangled legal situation, and changes in bicycle use.

Apart from its value to forward-thinking town planners and to pressure groups, the book could be an excellent source of ideas, arguments, facts and statistics for teachers of urban, social and environmental studies. Indeed, for any teacher at all interested in what the bicycle can do to help alleviate the increasingly horrific problem of traffic in towns, this is a must for the saddlebag—or, better still, the glove compartment.

Mike Hudson has also put together a very useful manual on organizing a bicycle campaign. *Way Ahead* is stuffed with ideas and information on how to make a thorough nuisance of yourself locally in order to get a better deal for the non-motorized traveller.



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Jokes, puzzles, fantasies—and the real thing

Audrey Laski on children's paperbacks

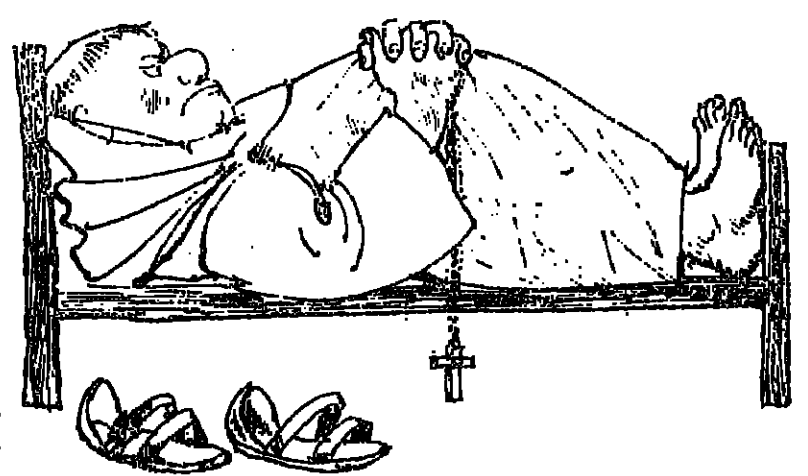
The summer brings out flowers, flies and popular reading matter, encouraging publishers to reprint old favourites. *The Furrow Tree*, by Beaver Books, each 45p) and the Sue Barton stories (Sue Barton, Student Nurse, etc. by Helen Dore Boylston, each 65p), among the early season best of girls' career novels, and even a sequel to *Heidi* (*Heidi Grows Up*, by Charles Truitt, Armada, 65p).

It also generates even more pony books than usual, and it's worth looking out, among the mass of conventional, competent ones, for a couple of special quality. Patricia Leitch's *Night of the Red Horse* (Armada, 50p), though part of a series, has refreshing breath of the original, dealing in mythology and fantasy, and integrating these unexpected topics well with the heroine's pony-obsession. Butter still is *Wild Pony*, by Lucy Rees (Puffin, 60p), a pony book which is at the same time a substantial novel about adolescence, family feeling and contrasting life-styles.

Another sign of summer has been the outbreak of quiz books, and others meant to keep children quiet in the car, of which *Stew and Cornelia Kay*, Arrow Look-In Books, 60p) is the most obvious example. Crossword puzzles, animal and nature quizzes and television quizzes, of which there are many, all seem well related to children's immediate interests.

Beaver Book of the Seaside (by Jean Richards, 55p), a mixture of facts, questions and things to do, though hardly a necessary, perhaps a desirable companion for those going to the beach. For savor homes, *People at Home* (by Gareth Anderson, Puffin, 60p) is a collection of fascinating facts about the minutiae of social history, with admirable drawings of such things as many generations of improving water-closets; enough to reconcile one to one's own roof, or if home is in London, *Kid's London* (by Elizabeth Holt and Molly Perham, illustrated by David McKee, Puffin, 70p) lists a vast quantity of things to see and do, many of them free. Also among the fact books should be listed *The Day it Rained Mushrooms* (by Jounhan Clemmens, Armada, 50p), though its facts, chosen for their power to amaze, succeed so well in this that I don't manage to believe quite all of them before breakfast.

From such facts it is no great distance to jokes, and either *Jokes* (by Gyles Brandreth, Corgi Curious, 60p) or *The Old Joke Book* (by Janet and Allan Ahlberg, Puffin, Lions, 70p) could be guaranteed to keep 10-year-olds happy, though not quiet on a long journey. The former is also a diary, with a joke for every day of the year. Gyles Brandreth has also produced an engaging kid's anthology of comic verse, *What Non-sense* (Knight, 60p), full of old



An illustration from *Funny Folk: A Book of Comic Tales* by Aidan Chambers (Penguin, 60p).

favourites and some pleasant new things. But the best verse for children—always a rare thing—that I have seen in a long time is in *Rabbiting On* (by Kit Wright, illustrated by Patsy Simmonds, Puffin, 50p). It is full of bounce and line and occasionally, as in a lament for a dead grandfather, a touch of unbecoming sensibility.

There are several new collections of short stories. For the youngest, there is *Charlotte Hought's* *The Mixture as Before* (Beaver, 60p), stories and rhymes of an engaging freshness, and from Alison Uttley, as well as another *Sam Pig* book (*Sam Pig goes to the Seaside*, Young Puffin, 70p), a collection of fantasies (*Young Puffin, 70p*), with almost the magic of Eleanor Farjeon. For the middle range reader, *The Beaver Book of Other Worlds* (Roger Lancelyn Green, 60p) brings together myth and science fiction, more forcefully in a chilling tale by C. S. Lewis, while the really sophisticated might enjoy *John Alton's* *Dahlish* collection of fantastic tales, *A Bungle of Nerves* (70p), he warned by the Puffin label that this is meant for older readers than many of her books.

One Peacock good enough in itself and special enough in its reference almost to make me retract my recent harsh words about the imprint is *A Very Long Way from Anywhere Else* (Usula Lo Guin, 50p), a brilliant novel about the anguish of being 17 and close to a cliff. Through a Brief Dark, though not its equal, is a spirited thriller set in the same emotional territory; its heroine is different more through her own qualities, but more dangerously, by being gangster's daughter. Growing up happens in even more stressful circumstances in *The Freedom Tree* (James Watson, Puffin 60p), about a half-starved Jarrold joining a very unconventional battalion to

fight in the Spanish Civil War: a painful, murky book, definitely for the upper end of the Puffin age range. Rather younger readers could take the toughness of *Flight of Sparrows* (Roy Brown, Knight, 60p), about a couple of Bristol boys on the run, and would also enjoy the thrills of *Flight Underground* (James Hamilton-Pearson, Puffin 60p), in which three boys fairly plausibly thwart a spy in some old underground railway workings. One more good book about friendship between boys, this time in Depression Britain, is *Bill Naughton's* *My Pal Spadger* (Dolpin 65p); funny, reflective and ultimately almost, though not quite, unbearably sad.

Finally, a mixed bag of assorted excellences. Two books with the magic and mystery of the sea: *The Beachcombers* (Helen Crosswell, Puffin 60p) chronicles an episode of the perennial conflict between Beachcombers and Scavengers, while *The Sea Egg* (Lucy M. Boston, illustrated by Puffin, 50p) tells how two young boys make friends with a baby Triton. Lucy Boston, though away from Green Knowe, has never written better. End of Term, another Antonik Forrest's stories of the Marlowe girls at school (*Puffin 70p*) is remarkable for its unconscious, well-integrated discussion of religious difference and its sharp character perceptions—all within the context of a satisfying school year. From Rosemary Sutcliffe there is another of the stories she does so well, of intense loyalty in a marvelously realized past (*Blood Feud*, Puffin 60p). Funniest book of the crop must be *Conrad the Factory-Made Boy* (Christine Northanger, Beaver 50p), a spirited attack on convention and conformity, but rummaging it close comes *The Men from P.I.G.* and *R.O.R.O.T.*, a pair of splendid science fiction spoofs by a master of the game, Harry Harrison (Puffin 50p).

Project of pure enquiry

Galen Strawson

Bernard Williams's new book *Descartes* (Penguin £1.50) is, as he says, a study in the history of philosophy rather than the history of ideas. It is philosophy rather than history, not a study of why Descartes thought what he thought, but a study of how much of what he thought is defensible or useful. Williams's aim is: "a 'rational reconstruction' of Descartes' thought, one which is 'essentially and undeniably conceived in a contemporary style'."

The reconstruction takes the form of an extremely tedious pursuit, on Williams's part, of the "Project of Pure Enquiry" (the subtitle of the book), a presentation and application of Descartes' famous "method for the right conduct of reason and the search for truth in science—the method, roughly, of 'doubting' everything, that is not indubitably certain in order to try to achieve certainty about what we truly know and what we can know. Descartes, of course, started out in his inquiry from the indubitable proposition 'cogito, ergo sum'."

One obvious respect in which Williams differs from Descartes is that he is unable to appeal to the certainty of the existence of God and to the certainty that God is no deceiver, in arguing both that we can know that the external world exists, and that we can know true things about the world, as Descartes did. At the same time, he is able to question whether Descartes really needed to make such an appeal in order to establish the reality of the external world. This book is intended to take its place in university departments. Professor Williams has been careful to construct it so as to present Descartes' thought, even in its more polemical, highly to the general reader. It may be said, however, that there is a great deal of extremely light and demanding, if lucid, argument, as well as a fair amount of unexplicated philosophical terms of art that would I think be likely to escape many general readers. This excellent book is not an introductory one. An interested reader would do well to start with Descartes' own *Discourse on Method*, and *Meditations*, which are, among philosophical classics, of a quite unusually accessible nature.

COURSES

MID GLAMORGAN EDUCATION AUTHORITY DOLYGAER OUTDOOR EDUCATION CENTRE BREAON BEACONS

CANOEING AND MOUNTAINEERING COURSES

The mountaineering course will be staged over three weekends and it is at an intermediate level suitable for people who have already undertaken the introductory certificate of the mountain leadership training board or for teachers who wish to extend their mountaineering experience.

The canoeing course will also be staged over three weekends and is suitable for either teachers with some canoeing experience or teachers who wish to undertake assessment or a training course at senior instructor (inland) level of the B.C.U.

Application forms are obtainable on receipt of a stamped addressed envelope from the Director of Education, County Hall, Cardiff CF1 3NF.

UNIVERSITY OF LONDON

GOLDSMITHS' COLLEGE
Lewisham Way, London, SE14 6NW

School of Art and Design

IN-SERVICE COURSE

One year full-time commencing October, 1979 leading to the Goldsmiths' Diploma.

THE THERAPEUTIC APPLICATION OF ART PROCESSES IN THE EDUCATION OF CHILDREN AND YOUNG PEOPLE

A practical, theoretical and experimental course for practising teachers who should have a close involvement in art.

Details and application forms from Admissions Office, University of London, Goldsmiths' College, New Cross, London, SE14 6NW.

ONE-YEAR DEGREE COURSES FOR CERTIFICATED TEACHERS AT

UNIVERSITY OF WARWICK

Send now for details of courses beginning in October, 1979 —

(1) B.Ed. (Education and Community Studies)

This course gives an opportunity for experienced teachers to consider the nature and impact of our changing conception of "education" and "community". A multi-disciplinary approach is used and there is a substantial element of practical work.

(2) B.Ed. (Learning Difficulties)

A new course for qualified teachers who wish to become specialists in the teaching of children with learning difficulties or teachers already engaged in such work who wish to extend their experience and qualifications.

FURTHER INFORMATION AND APPLICATION FORMS FROM:
IN-SERVICE TUTOR, INSTITUTE OF EDUCATION, WESTWOOD,
UNIVERSITY OF WARWICK, COVENTRY, CV4 8EE.

CORRESPONDENCE COURSES

Wolsey Hall, the Oxford Correspondence College founded in 1894, provides personal instruction by qualified tutors in a wide range of courses covering the following:

Teaching — Courses cover the Postgraduate Certificate and Diploma in Education, ACP, LCP, London Certificate of Proficiency and the Cambridge Diploma and Certificate in Religious Studies.

Law — ELB and Bar Part 1 Business — Courses cover the following Institutes — Administrative Management, Bankers, Chartered Secretaries and Administrators, Statisticians, Linguists and the Banker's Association, CICA 'O' and 'A' Level.

Geography — B.O., as well as the Extension Diploma in Geography and the Extra-Mural Diploma in Geography.

Language — Courses cover the BA Degree in English, History, French, Geography, and Philosophy, BSc Economics, L.B. BSc, Alternative I and Alternative II in Maths and

Wolsey Hall

Free prospectus giving full details available from:
The Principal, Wolsey Hall, 111, St. Mary's, Dept. BD9, Wolsey Hall, Oxford OX2 6LR
or telephone 0865 54231 (Answer after 4.45 pm)

UNIVERSITY OF BIRMINGHAM

FACULTY OF
EDUCATION
DEGREE OF
BPHIL (ED)
CURRICULUM
AND
TEACHING OF
FRENCH
1979-80

One-year, full-time course for experienced teachers with or without a first degree. Details from The Assistant Registrar (Education), The University of Birmingham, PO Box 363, Birmingham B15 2TT.

Sheffield City Polytechnic

TOPICS IN CHEMICAL EDUCATION

You are invited to these Special Topics
So you can teach chemistry to 14-

Diploma in Chemical Education

October 16, M. Shayer (Chelsea College)
So you want to teach chemistry to 14-year-olds?

October 17, M. Tomlinson (HMI)
Project work in Schools

November 14, D. Robinson (CAPITB)
Careers in chemistry for school leavers and beyond

November 28, B. Haines (SICCI)
Local resource directories for chemistry teachers

December 5, J. Lewis (Malvern College)
Science and society teaching in schools

Further details from Dr J. W. James,
Department of Chemistry, Sheffield City Polytechnic, 119a Tel (0474) 80011 or the Department Secretary. Please quote ref. 926.

CHARLOTTE MASON COLLEGE OF EDUCATION AMBLESIDE, CUMBRIA

CUMBRIA COUNTY
EDUCATION AUTHORITY
1979 Course leading to professional
qualifications in teaching

HONOURS B.Ed. DEGREE IN APPLIED EDUCATION (4 YEARS)

This course is designed for those wishing to become highly skilled teachers of children, aged 3 to 13, and to gain a degree or diploma awarded by Lancaster University.

The College, situated in the Lake District, is entirely concerned with preparing for teaching. WRITE TO THE REGISTRAR AT THE COLLEGE FOR A PROSPECTUS.

The National Gallery Attitudes to Art

A course for secondary teachers, 16th-19th October inclusive. Gallery staff will exemplify several methods of analysing the Old Masters in the collection.

Apply for programme by 25th September to: The Education Department, The National Gallery, Trafalgar Square, London WC2N 5DN; telephone 01-639 3321, exts. 290/295.

HOME STUN

• Fresh start courses
• GCE • Degree
• Professional
• OU preparatory

National Extension College

Dept 140
131 Hills Road, Cambridge

School Management Courses 1978/79

For Education Officers, Advisers, Governors, Head teachers, Deputies
Senior School staff

Since 1973 this Management Centre has assisted over 900 Education Officers, Advisers, Head teachers, Deputies and Senior School staff who have attended school management courses. Our 1978/79 programme, which has the backing of extensive computer analysis management research information from 800 schools in England, is as follows:

13-17 November 1978 School Management Development

Monday The setting and achievement of school aims

Tuesday Democracy and consultation including the role of unions

Wednesday The purpose of punishment and its effective use

Thursday Styles of school management and their application

Friday A five-year school management development plan

(Each day is a self-contained module which can be taken by itself)

22-24 November 1978 School Curriculum Co-ordination and Liaison Management

8-12 April 1979 School Management

18-20 July 1979 School Management

23-27 July 1979 School Management

30 July-1 August 1979 School Timetable Construction for Beginners

1-3 August 1979 Selection Interviewing

8-12 October 1979 School Management

12-16 November 1979 School Management Development

21-23 November 1979 School Timetable Construction

3-7 December 1979 School Curriculum Co-ordination and Liaison Management

Course programmes and further details can be obtained from:
The Secretary, Management Centre, Brighton Polytechnic, Moulscoomb, Brighton, BN2 4AT. Tel. No.: Brighton (0273) 893655, ext. 2387.

Brighton Polytechnic Management Centre



NOTICE

Due to circumstances beyond our control certain advertisements on this and the following pages are out of classification. In addition advertisements under the "Personal" heading have been omitted. We do apologise for any inconvenience this may cause to both advertisers and readers.

ISLE OF MAN MILLENNIUM YEAR IS ADVENTURE YEAR WITH TRAILBLAZERS

1979 Season from May 7th to October 5th



• So much to learn, so much to enjoy — a thousand years of history. • Choice of 5 different holidays. • One FREE party leader place for every 10 children. • 7 day holiday from £56.32 includes return travel and VAT — reduced rates for second week.

Trailblazers' 5 exciting educational holidays for children from 9 to 16 are brim full of adventure, excitement, and expert instruction — under full supervision.

The Trailblazers camp site complex, is set in exquisite scenery in Castletown and 1979 is Isle of Man's Millennium Year, so we'll naturally be joining in the celebrations. That means extra enjoyment for the children.

Please contact me to arrange a visit to the Trailblazers Show (tick box) ☐

Please send me Trailblazers brochure (tick box) ☐

Name

Position

School

Address

Tel. No. TES 2

County of Cleveland



SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

SCALE 1 PHYSICAL SCIENCE

Required as soon as possible a teacher of PHYSICAL SCIENCE to teach CHEMISTRY and/or PHYSICS to 'A' level standard.

The appointment will be a permanent one to the Authority and will, in the first instance, be to teach at ST. MARY'S R.C. SIXTH FORM COLLEGE (Roll 610) Salfersgill Avenue, Middlesbrough, Cleveland TS4 3JP (Tel.: Middlesbrough 84680).

11-16 SCHOOLS

SCALE 3 CRAFT, DESIGN AND TECHNOLOGY

(Readvertisement)

ST. MICHAEL'S R.C. SCHOOL (Roll 542), Dunstable Road, Middlesbrough, Cleveland TS5 4AL (Tel.: Middlesbrough, 245977)

Required for January, 1979, a teacher to be responsible for CRAFT, DESIGN AND TECHNOLOGY. Applicants should be able to offer a second subject. (Application forms returnable to Rev. D. Cahill, St. Patrick's Presbytery, Marsh Street, Middlesbrough, Cleveland.)

SCALE 3 HOME ECONOMICS

STAPYLTON SCHOOL (Roll 894), Church Lane, Eaton, Middlesbrough, Cleveland TS6 9RA (Tel.: Eaton Grange 3305)

Applications are invited from suitably qualified and experienced teachers to be responsible for the HOME ECONOMICS Department.

SCALE 3 MUSIC

ST. PETER'S R.C. SCHOOL (Roll 885), Normanby Road, South Bank, Middlesbrough, Cleveland TS16 8SP (Tel.: Eaton Grange 3482)

Required for January, 1979 a suitably qualified and experienced teacher to be responsible for the development of MUSIC throughout the school.

SCALE 3 PERSONAL AND EDUCATIONAL GUIDANCE

BOYNTON SCHOOL (Roll 1,085), Hall Drive, Acklam, Middlesbrough, Cleveland TS6 7JX (Tel.: Middlesbrough 89776)

Required for January, 1979, a teacher to be responsible for PERSONAL AND EDUCATIONAL GUIDANCE of pupils throughout the school.

SCALE 2 CRAFT, DESIGN AND TECHNOLOGY

BOYNTON SCHOOL (Roll 1,085), Hall Drive, Acklam, Middlesbrough, Cleveland TS6 7JX (Tel.: Middlesbrough 89776)

Required for January, 1979, a teacher for CRAFT, DESIGN AND TECHNOLOGY. Applicants should be broadly experienced and committed to 'O' level work.

SCALE 2 MODERN LANGUAGES

BYDALES SCHOOL (Roll 1,307), Marlborough Avenue, Middlesbrough, Cleveland TS11 8AR (Tel.: Redcar 2832)

Required for January, 1979, a teacher for MODERN LANGUAGES. French is the main language with German as second. The teacher appointed will be required to teach to 'O' level and to be fully equipped language suite. Ability to teach German is not essential.

SCALE 2 PHYSICS

SACRED HEART R.C. SCHOOL (Roll 811), Darwent Road, Redcar, Cleveland TS10 1BT (Tel.: Redcar 73221)

Required for January, 1979, a teacher for PHYSICS. (Application forms obtainable from and returnable to Rev. D. Guish, Sacred Heart Presbytery, Lobster Road, Redcar, Cleveland. Tel.: Redcar 4047.)

SCALE 1 TYPING

THE GRANGE SCHOOL (Roll 1,246), Oxbridge Avenue, Stockton-on-Tees, Cleveland TS10 4LE (Tel.: Stockton 62511)

Required for January, 1979, a teacher for TYPING.

SCALE 1 WOODWORK/METALWORK

LAURENCE JACKSON SCHOOL (Roll 1,582), Church Lane, Gullabrough, Cleveland TS14 6RD (Tel.: Gullabrough 33412)

Required for January, 1979, or earlier if possible a teacher for WOODWORK or METALWORK with an interest in Design and Technology.

11-18 SCHOOLS

SCALE 2 FRENCH

(Readvertisement)

HENRY SMITH SCHOOL (Roll 1,278), King Oswy Drive, Hartlepool, Cleveland TS24 9PB (Tel.: Hartlepool 86789)

Required for January, 1979, a suitably qualified and experienced teacher to teach FRENCH throughout the school and to be responsible for the subject in the Lower School. Existing candidates need not re-apply but will have their applications considered automatically.

SCALE 2 ART

CONVERS SCHOOL (Roll 479), Green Lane, Yarm, Cleveland (Tel.: Eaglescliffe 782485)

Required for January, 1979, a well qualified, imaginative teacher of ART to lead the Art Department, which has excellent facilities and a full programme of Art Studies including 'A' level G.C.E.

SCALE 1 DRAMA/ENGLISH

EGGLESCIFFE SCHOOL (Roll 1,257), Uray Nook Road, Eaglescliffe, Cleveland TS16 0LA (Tel.: Eaglescliffe 782485)

Required for January, 1979, or earlier if possible, a suitably qualified teacher to be responsible for the further development of DRAMA. Ability to teach English could be an advantage.

SCALE 1 GIRLS PHYSICAL EDUCATION

BRINKBURN SCHOOL (Roll 1,533), Blakelock Road, Hartlepool, Cleveland TS25 5PF (Tel.: Hartlepool 72389)

Required for January, 1979, or earlier if possible, a teacher for GIRLS' PHYSICAL EDUCATION.

SCALE 1 HISTORY

BRINKBURN SCHOOL (Roll 1,533), Blakelock Road, Hartlepool, Cleveland TS25 5PF (Tel.: Hartlepool 72389)

Required for January, 1979, or earlier if possible a teacher for HISTORY, to work mainly in the Lower School, but with the possibility of some O.S.E. work. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers/Principal at the addresses shown above, unless otherwise stated. Applications should include detailed information regarding by letter should include details of three references, together with the names and addresses of three referees. Completed application forms and letters of application should be submitted direct to the Head Teachers/Principal at the addresses shown above within 14 days of the appearance of this advertisement unless otherwise stated.

Educational/Hostel Premises

Cliftonville, Margate, Kent

10,290 sq. ft.

Former substantial three-storey hotel of a total of 37 rooms. Planning consent for educational use. Freehold or lease available.

FOLKARD AND HAYWARD

CHARTERED SURVEYORS

115 BAKER STREET LONDON W1M 8AY
Tel. 01-835 7768

Didsbury School of Education

In Service Courses for Serving Teachers

Suitably qualified teachers are invited to apply for the following courses which will begin in 1979.

BED
with special reference to socially handicapped pupils. One year full-time or three years part-time.

BED
Two distinct courses, both three years part-time. Certificate in Language and Reading Development

Two years part-time. Diploma in Urban Education

Two years part-time. Postgraduate Diploma in Art Education

A part-time course leading to an MA in Art Education.

An MEd degree in Social Handicap is expected to start in 1979.

Other specialisations may also be available. Write for a leaflet and application form to: Admissions (Inset), Didsbury School of Education, Manchester Polytechnic, Wilmslow Road, Manchester, M20 8RR. Or phone 061-445 7871.



BOROUGH OF HARINGEY

ENGLISH LANGUAGE RESOURCE CENTRE

This Centre is the base for a team of specialist teachers who work throughout the Borough with pupils needing help in English as a Second Language and in general language development. These teachers are also involved with in-service training within a multi-cultural context, and they meet together once a week for their own discussion and training.

We would like to appoint the following to join the team as soon as possible:

i) 2 Secondary Teachers

with experience of British multi-cultural schools and appropriate qualifications (e.g. RSA certificate) in teaching English as a Second Language, to work in one of the borough's comprehensive schools teaching ESL and liaising closely with colleagues within the school.

ii) 1 Primary Teacher

with experience in multi-cultural primary infant or junior schools and experience or qualifications in teaching English as a Second Language. This teacher would be based in one of the borough's primary schools and would also be involved in in-service training with other schools and teachers.

There will also be a vacancy for a two-term appointment at Primary level, to replace a member of staff who is on secondment from January 1979.

All these posts carry a Scale 2 salary. London Allowance (£402) payable.

Forms of application and further particulars (a.s.a.) available from the undersigned to be returned to Head of School by 6th October.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

DORSET

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

LONDON BOROUGH OF SUTTON

Greenshaw High School,
Grenoll Road, Sutton.

Head Teacher Group II

Applications are invited for the post of Head Teacher of Greenshaw High School, to commence duty on the 25th of April, 1979, following the retirement of the first Head Teacher, Mr. R. B. Whellock, BSc, MA, BEd.

This is a six-form entry 11 to 18 Coeducational School with approximately 1,150 pupils which was opened in new premises in 1968 as the first purpose-built comprehensive school in the Borough. Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 5AL (s.a.e. please). Tel: 01-881 5735 or 5740.
Closing date 5th October, 1978.

Headships

Acland Burghley (SM) School

Burghley Road, London, NW5.
Applications are invited for the headship of this secondary mixed school which becomes vacant in September 1979 on the retirement of the present head, Mr. 1.042. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance, plus £201/£2276 Social Priority Allowance.

Cardinal Manning RC (SB) School

St Charles' Square, London, W10.
Applications are invited for the headship of this voluntary aided Roman Catholic boys school which is now vacant. Roll approx. 800. Burnham Group 9, salary £8,217-£8,901, plus £402 London Allowance, plus £201/£2276 Social Priority Allowance. Candidates should be practising Roman Catholics and should hold the Catholic Teachers' Religious Certificate.

Clissold Park (SM) School

Clissold Road, London N16.
Applications are invited for the headship of this secondary mixed school which becomes vacant from the beginning of the summer term 1979. In view of the prolonged absence of the retiring head the successful candidate will be offered an initial appointment on an acting basis from as early a date in advance of the substantive appointment as can be arranged. Roll 1,071. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance plus £201/£2276 Social Priority Allowance.

Thomas Cotton (SM) School

Adys Road, London SE15.
Applications are invited for the headship of this secondary mixed school which is now vacant. Roll 890. Burnham Group 10, salary £8,761-£9,436 plus £402 London Allowance, plus £201/£2276 Social Priority Allowance.

Walsingham (SG) School

Clapham Common West, London SW4.
Applications are invited for the headship of this secondary girls school which is now vacant. Roll 1,154. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance.

Officer, ED17610, County Hall, London SE1-7PB.
Please send self-addressed, postage envelope for application form and further details to the Education Department, County Hall, London SE1-7PB.
Closing date for return of completed application form 6 October (please note).

SECONDARY Deputy Headships continued

LEICESTERSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NORFOLK

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
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Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

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(11-18: roll 900: 6th form 90)

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Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

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Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

DONCASTER LOCAL EDUCATION AUTHORITY

WOODFIELD HIGH SCHOOL

Headmaster: Mr. J. L. Martin, BSc, J.R.
Required for January, 1979, at this Group 9 Coeducational High School:—

FIRST DEPUTY HEAD

the holder of this post since 1973 having been appointed to a Headship in Kent.
Application forms and further particulars from the Headmaster, Woodfield High School, Weston Road, Doncaster DN4 8ND (S.A.E. please), to whom they should be returned directly.
Closing date October 2nd, 1978.

Hounslow

Chis Centre, Lampton Road, Hounslow
Director of Education: A. G. Groves, B.Sc. (Econ.)

THE FELTHAM SCHOOLS (Group XIII)

Headmaster: Paul M. Grant, BSc.

SECOND DEPUTY HEAD

Pastoral
An academically well qualified person of wide experience is required in January, 1979, to join the senior management team of a well established mixed (11-18) Comprehensive School (11-18 form entry—roll 1,850).

An extensive building programme is planned in order to eliminate all site congestion and to produce in effect a new purpose built school with dual use community provision in 1981, or at some stage thereafter. A person of proved leadership ability and considerable experience in school management and its development to participate in the building process, from planning to completion, and the vacancy arises through the promotion of the present holder to the Headship of a large Comprehensive School.
Application forms and further details are available from the Headmaster, Feltham School, Feltham, Middlesex TW11 5SE (closed addressed envelope, please). CLOSING DATE—MONDAY, 2 October.

A. G. GROVES,
Director of Education.

COUNTY OF SOUTH GLAMORGAN

DEPUTY HEAD TEACHER GROUP 10

(PRESENT ROLL: 800-5 FORM ENTRY)

ST. TELLO'S CHURCH IN WALES HIGH SCHOOL—CARDIFF

The Governors invite applications from suitably qualified and experienced teachers, preferably practising Roman Catholics, for the Deputy Headship of this Mixed Comprehensive School which falls vacant on January 1, 1979, due to the promotion of the existing holder. There will be a teaching commitment. Further particulars on request.
Application forms may be obtained on receipt of a stamped addressed folio to the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.
P. J. Adams, Director of Education, Education Office, Kingsway, Cardiff.

DONCASTER LOCAL EDUCATION AUTHORITY

WOODFIELD HIGH SCHOOL

Headmaster: Mr. J. L. Martin, BSc, J.R.

Required for January, 1979, at this Group 9 Co-educational High School.

FIRST DEPUTY HEAD

the holder of this post since 1973 having been appointed to a Headship in Kent.
Application forms and further particulars from the Headmaster, Woodfield High School, Weston Road, Doncaster DN4 8ND (S.A.E. please), to whom they should be returned directly.
Closing date: 2nd October, 1978.

SECONDARY Deputy Posts continued

MURKIN

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NORFOLK

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

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NOTTINGHAMSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

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Questions of definition

Charles Gains on the new role of remedial education

There is probably no term more misused than "remedial education". It is applied indiscriminately to a multiplicity of activities in a wide variety of situations. The term crept into popular use in the late forties and early fifties and was fostered largely by the legendary Fred Schonell. Schonell was concerned mainly with the concept of retardation—the difference between so-called "potential" and actual performance.

This was confined almost exclusively to basic subjects, in particular reading, and it is this simple idea which is embedded in most people's minds despite the considerable advances of the past 30 years. Some measure of the changes that have taken place can be deduced from a recent definition of remedial education which states it is "concerned with the prevention, investigation and treatment of learning difficulties from whatever source they may emanate and which hinder the normal educational development of the student".

The above appears in a recent policy statement issued by the National Association for Remedial Education (NARE Guidelines No 1: Report on In-Service Training, 1978). NARE is naturally sensitive to changes that have taken place in remedial education and has produced a series of policy documents designed to correct some of the more antiquated views held by many members of the teaching profession and indeed by the public at large. What is the significance of this new definition?

First there is a recognition of the traditional element of remedial work—the investigation and treatment of learning difficulties. But the introduction of the word "prevention" opens up a whole new dimension to the work and incidentally resurrects the old argument concerning the efficacy of withdrawal methods for brief attacks on specific learning difficulties.

If prevention is to be given equal weighting, the implications for teachers engaged in the work is profound. For one thing the basic operation shifts from the medical room, staff room or any other odd corner of the school—located for this purpose and moves back into the classroom. Since the children have come, it is proposing a policy of deliberate intervention in source and, preferably, early in a child's career.

Second, it does not attempt to categorize children. The field is littered with often meaningless terms: backward, retarded, disadvantaged and so on. There is also a confused prescriptive nomenclature, and it is increasingly difficult even for experts to distinguish between, say, remedial, special and compensatory education. Indeed, there appears to be a competition among writers of trying to dream up new ways of describing the oldest phenomena in education, the child with a learning problem. Definition avoids this quagmire and leaves the issue open.

NARE's correspondence in the TES have, in fact, raised the question as to whether a gifted child with a learning difficulty would fall legitimately within the province of remedial provision. Taking remedial

education in its widest contemporary sense the answer must surely be in the affirmative.

Third, there is more than a suggestion that remedial teachers have insufficient skills to tackle the new role envisaged for them. Present training, both at initial and in-service level, tends to concentrate still on recognizable cognitive deficiencies in a child's reading development. "From whatever source" indicates an equal concern with the affective and social development of the child. There has long been known high correlation between learning failure and emotional or social disturbance. The formal acceptance of this will surely alter teacher educators' views on course content.

The Warnock report moves in a similar direction when it concludes "... a meaningful distinction between remedial and special education can no longer be maintained". Clearly the time is ripe for a re-evaluation of the role of remedial teachers both in schools and in peripatetic services provided by local authorities. Denis Lawrence (TES, 21.7.78) has drawn the same conclusion. It would make sense, therefore, if the move comes from within the profession rather than wait for the inevitable pressure which will be exerted by administrators, politicians or from the growing parental lobby.

In recent years some important conferences have been held under the auspices of NARE specifically to look forward rather than reflect on past achievements. Some of these papers have been gathered together and will appear in 1979 (Remedial Education: Guidelines for the Future, C. W. Gains and J. A. McNicholas, eds. Longman). What is slowly emerging is a series of interesting and exciting possibilities for remedial education in the 1980s.

Central to the debate is the conviction that the restrictions imposed by what is customarily considered a remedial child must go. A much wider group of children are in need of support than was formerly considered. It is becoming recognized that nearly all children will, at some time, experience a learning difficulty which needs specialist advice and attention and that this is not restricted to basic subjects alone.

Remedial provision should be available across the whole curriculum and this factor opens up exciting prospects for developing a new partnership between class teacher, subject specialist and remedial expert. Inevitably remedial education can only be conceived within the context of the general aims of education. The isolation and narrow pursuit of limited objectives will gradually disappear and hopefully remedial teachers will assume greater stature within the profession.

What then might be expected of the remedial teacher of the future? First, it seems logical to expect him or her to assume responsibility for the supervision and correct administration of standardized tests as part of a comprehensive screening and monitoring procedure. If, by definition, all children will need help at some point, the remedial specialist needs to be aware of potential weaknesses as early as possible and this can only

come from some system of overall school surveillance. The specific learning difficulties brought to light will need following up and the SRT will have to advise and support colleagues on how these might be dealt with within the context of the classroom through group activities and individualized programmes.

So far much of this would be readily accepted as part of an SRT's function but if the policy of prevention is to be pursued, additional responsibilities accrue. There is an obvious need for the SRT to be more closely involved in the decision making processes within a school, particularly those involving curriculum design and innovation and those concerned with the promotion of the social and emotional well-being of children. This would lead not only to greater involvement with parents and the local community, but with a wide range of supporting agencies especially the School's Psychological Service, School Medical Service, Education Welfare and Careers Guidance.

In the past remedial teachers, particularly those in secondary schools, have had to fight hard to party with other colleagues. Undoubtedly this has led to the creation of "departments" with their own archaic professional isolation and specific location within a school. Remedial education in many instances began to have had the same vertical structure as a subject area. The remedial specialist at the moment will have to think in more horizontal terms. Children invariably carry their problems across a curriculum and long term solutions will only be achieved within the context of genuine team effort and cooperation.

This has enormous implications for in-service training and for the creation of a nationwide career structure which will attract talented teachers. Local authorities very generously in remedial provision. Only a few can boast anything approaching comprehensive services and even fewer have bothered to clarify the roles of its teachers and to create an attractive career ladder.

In part this is due to the nature of remedial education. The teachers who, in the main, have not shown themselves overwilling to break away from narrow practices or even to organize themselves effectively into local or national pressure groups. But there now exists, in the ranks of remedial education, a large number of younger teachers who will be teaching well into the next century. They will not so easily accept the poor conditions and career prospects that the pioneers so valiantly endured. Despite official reports and government pronouncements are more encouraging than they have ever been. Those in remedial education can capitalize on this goodwill if they can only recognize the importance of change and of reflecting contemporary human needs.

Charles Gains is a Principal Lecturer in Education at Edge Hill College of Higher Education and President-elect of the National Association for Remedial Education.

Russian remedies?

Russian Education and the Retarded. By Victoria Shennan. National Society for Mentally Handicapped Children £2.00.

The 24 British teachers on the mentally handicapped who visited Russia in 1977 were impressed by what they saw. Of course they were only shown what the authorities

Continued from previous page

former include: the extent of advance planning and preparation; the relationship to existing patterns of provision; the availability of teaching and welfare staff; access to professional expertise; costs. The latter include the effect on the school, the curriculum, especially in relation to preparation for adult life, social integration, contact with home and neighbourhood.

wanted to show them but the two schools they visited, one in Leningrad, one in Moscow, proved to be extremely enlightened in their approach to the children.

As expected, there was an emphasis on teaching them useful skills so that they could become productive members of the proletariat, but they did not do this at the expense of the development of the children more generally. All the children seemed happy and well-

The project is still in its early stages and while we have amassed a good deal of information we have not yet organized and interpreted it fully for ourselves. It is premature to offer hard-and-fast conclusions at this stage. What is clear is that while integrated provision is far from easy, it is possible.

Meeting special educational needs, be it in the ordinary school or in the special school, makes quite exceptional demands particularly

when extra help is being offered to the children who have not traditionally been seen to require special education. We have been encouraged to find examples in practice where these demands are being met. There is much to learn from these examples; if we can do it successfully, picking out the essential and discarding the incidental, it will be a step in the direction of seeing every child as special and no child as exceptional.

Curriculum vacuum

Mark Roberts argues for the application of the findings of research in ESN (Severe) schools

For mentally handicapped children, the curriculum has become an official entity. It has been "Junior training", run by local health authorities, now become "ESN (Severe) schools" run by the education authorities.

Arrangements were made to grant teachers qualifications in suitable subjects. The existing JTC staff, however, began to move into this new sector of special education. Staffing ratios and equipment allowances were generally improved, and in some areas new purpose-built schools appeared.

For some reason, however, amid all these events, the matter of the curriculum—of what should be taught to these newly formed children in their ESN(S) schools—attracted little attention. And yet it was evident at that time that a massive effort in curriculum development would be needed if the educational potential of ESN(S) children was to be fulfilled. This was not to be a simple task. Just what had been done by staff in the junior training centres, often in very difficult circumstances?

In 1969, Dr (now Professor) Peter Milne, of the Hester Adrian Research Centre, Manchester, had expressed a hopeful view:

"An examination of recent trends in mental subnormality research gives grounds for qualified optimism. Educational and training facilities are likely to improve substantially in the coming decade, and more teaching and other staff are being trained. In general, it seems probable that the training and teaching of the mentally handicapped will involve a more professional approach, and wider application of a greater share of national resources and public support."

Options will differ as to how

far Professor Milne's "qualified optimism" has been justified by experience, but few would dispute the continuing need for educational progress to be based on relevant research. This does indeed represent a real challenge, but not a challenge also to the teacher, "and one that he must meet if he is to justify his existence".

Unless our ESN (Severe) schools try to apply the lessons of empirical research, the efforts of the research worker will bring little or no benefit to the children—and future adults—whom they are intended to help; and at the same time our curriculum will be impoverished by its lack of contact with developing scientific knowledge, while that knowledge itself will be limited by lack of feedback from practising teachers.

Much research literature contains hypotheses which are potentially useful but which cannot yet be regarded as conclusively proved or refuted; schools can play a vital part in testing these ideas in practice and, so far as possible, monitoring their success or failure.

Schools with hyperactive children, for example, could consider setting up a "stimulation-reduced" classroom along the lines recommended by Strauss, Lettinen, Crutchfield and others, and planning a behaviour modification programme for each child within it. If, say, a dozen schools tried out such a system over a two-year period and some central body collated the results of their experience, it might then be possible to offer constructive guidance to other schools struggling to cope with hyperactive children.

One could give a long list of the research projects whose results are long overdue for wider application to our ESN(S) schools. For example, the important experiments of O'Connor and Iremelin, and A. D. B. and A. M. Clarke in Britain, and those of Zeaman and House, Belmont and Butterfield and others in



America, have drawn attention to the fact that the mentally handicapped suffer from a crucial deficit at what we may call the "acquisition" stage of the learning process.

The evidence indicates that for the severely subnormal the most difficult part of any learning task is the initial acquisition of the necessary information in the right form for it to be assimilated. Once this difficulty has been overcome, the further processing and storage (and the subsequent retrieval and application) of the information is less of a problem.

It is often a subtle task for the teacher to pinpoint where the child's information-processing system is breaking down. As O'Connor and Iremelin emphasize, his "defect in input capacity cannot be seen as a function of simple perceptual deficits". But there is no reason why teachers should not gradually develop programmes to attack such a key defect.

The vital area of language development, again, must be planned in the light of recent research findings by Penn and by the Schools Council project on language and communication. These support a structured approach, with clearly planned syntactic objectives, as

being the most effective for accelerating the acquisition of syntax in severely subnormal children.

This finding, among others, underlines Professor Clarke's statement, based on "many years' research", that "the mentally retarded do not pick up very much spontaneously. They need to be guided in highly structured situations". It is hardly necessary to point out the importance of this for curriculum development.

It may be that Warnock's recommendations about the need for more school-based research will help to get things moving rather more quickly than they are at present. Commenting on the long time-lag between research discoveries and their practical application, Clarke and Clarke (in 1975) put it down to "a combination of inertia, conservatism, poor communication, vested interests and above all an unreadiness to allow empirical data to suggest what is both possible and, in some cases, desirable".

No doubt teachers must bear some of the blame for this state of affairs, but they should not bear it alone. One hears of education committees which have failed to provide anything like the staffing allocation which ESN(S) schools

need to do their job properly. Seven years after taking responsibility for ESN(S) pupils, some authorities still expect some of their teachers to take a class of these severely handicapped children with no auxiliary help at all.

But in schools which are more fortunate in their education authorities, where a properly planned curriculum is a realistic possibility, there is much work to be done—studying the relevant research and working out its implications for the curriculum in the light of the various priorities for individual pupils and groups of pupils. The publications of the Hester Adrian Research Centre should be available to all staff, as should the American Journal of Mental Deficiency and other leading research journals.

When it comes to the practical implementation of the curriculum, a radical reorganization of teaching arrangements may be necessary, breaking away from rigidly class-based systems to give maximum flexibility in responding to individual pupils' needs.

Mark Roberts is Headmaster of Redford Paddock ESN(S) School, Orpington.

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Confidence boosters

Roy Edwards on remedial mathematics

Every remedial teacher at least is a teacher of English, but maths is another matter. Certainly maths seems to engender peculiar problems of confidence in teachers (including some mathematicians) as well as in many children. But, apart from questions of confidence and knowledge, remedial teachers are reluctant to divert their efforts from the urgency of helping children with literacy difficulties.

However, remedial activities have for too long been narrowly confined to the decoding skills of reading with the expressive language arts and mathematics largely ignored. Remedial education should take account of the whole curriculum as it must the whole child.

Maths, as well as having its own intrinsic qualities, is a useful art in which language skills may be developed and with them thinking ability. This point has important implications both for children needing coaching in particular items of maths as well as for that proportion of the ordinary schools' population who come within the aegis of remedial departments.

If remedial teachers could be persuaded to raise their eyes from the reading primers and phonic exercises for a minute to the wider mathematical horizon they would be aware of considerable confusion there among the mathematicians: a muddle exacerbated by the so-called 'Great Debate'.

The pros and cons of argument have filled many column inches of this newspaper alone. But in schools where remedial teachers have been responsible for maths all has remained calm—too calm. The usual pattern in remedial groups is an unrelenting sequence of arithmetic. This is probably a refusal of teachers to examine what they are doing and why.

The concept of remedial maths has changed little at all since the valuable pioneering work of the Schenckels in the post-war period. Their notion essentially comprised the careful analysis of pupils' errors in computation and the systematic teaching or re-teaching of technical skills.

This kind of work was, at first, principally concerned with average or brighter children who appeared to be "under-achieving", and subsequently it was taken up by teachers of slower children. The careful grading devised by the Schenckels in their famous *Right from the Start* Arithmetic was rightly attractive to teachers.

Also, this series and its many imitators provided not only structure but also a safe haven from the need to think further than arithmetic techniques. What was intended as a means became the end.

Even now so much that passes for "remedial" maths is nothing more than a programme of rote learning extending beyond what is needed. It is time we were focusing on crucial questions about mathematics for the weaker 30 per cent of pupils. What programmes are most valuable to these young people? How should the programme be taught?

For children who find maths difficult as it is, the programme seems necessary if they are to cope in society.

How the surveys of Vickers (1956) and Thompson (1962) show how little arithmetic is needed in day-to-day living; how many calculations are not surprisingly falling into the first place.

This research and readers' personal observations of what arithmetic they have recently used will

indicate that schools, in spite of all their current and potential assets, far more than is needed for practical use. More disturbing is the perfunctory relationship that so much of this school work has with reality. Observation of numerous classes shows how dependent upon books and only books is the teaching of the weaker mathematicians.

Cawley (1976) made a telling analogy when he wrote: "Written computation without reference to real situations is like phonic practice without reference to words and sentences...". Yet, all too often this is the case.

I acknowledge that working many "sums" correctly can give security and hope to a depressed child; but too much, too specific arithmetic, learnt by rote, is anti-educational for pupils whose abilities are transferred to the knowledge are in dire need of development.

It is axiomatic that a skill must be practised for it to become efficient and for it to be retained, and there must be a place for demonstration and practice of computational techniques; but such reinforcement can only have meaning in a context of real life. The guidance offered in the Schenckels' *Teaching in Arithmetic* is valuable providing the whole of their commentary is followed—that arithmetic skills are closely related to experience.

My own experience with poorer mathematicians suggests a basic survival arithmetic programme of six parts.

Number and money: Recognition and notation to 1,000/£1,000, addition and subtraction to 100/£100, multiplication and division by 2, 3, 4, 5 and 10; the Savings Bank; hire purchase; wages and personal budgeting.

Time: Telling time to the minute the duration of time—the length of journeys; television timetabling; the bus timetable; the notation of 24 hour time; the calendar (for holidays, contraception).

Linear measures: Yards to 4 inches (used these disappear in Great Britain); metres to millimetres. **Weight and capacity:** Knowledge of notation and application in domestic situations (cooking, medicine).

Fractions: Recognition and manipulation of decimal and vulgar fractions (1/2, 1/3, 1/4); awareness of percentages and interest rates. **Making judgements in practical situations** about all of these.

This is a brief syllabus and one would hope that most pupils could tackle more advanced maths (not only arithmetic) after having been thus equipped. But why go beyond this minimum practical children are struggling with the subject? Can maths contribute further to the cognitive and, therefore, survival capabilities of weaker children? Considerably, I think, for three main reasons.

First, environmental and "applied" maths (in a literal sense) can stimulate talk so that language and thinking skills are promoted. Consider the essential discussion which should ensue when a traffic census, for example, is to be attempted before data are collected and manipulated; questions about observation positions, safety, duration of the count, methods of recording, the allocation of duties, communication in traffic noise. (All this activity involves the pupils in decision making which itself is beneficial.)

Second, providing the work is well organized and the teaching substance realistic, are positive attitudes towards maths as a discipline which can be seen to be the child's own environment and development. Reflective thinking attitude, "have-a-go" outlook, even with pupils of apparently restricted ability.

Third, as Geoffrey Matthews once wrote in these pages, "Maths has perhaps a unique capacity for generating problems demanding abstraction, generalization and, above all, transfer". This is not a demand not easily met by children whose judgments, intuitive and heavily dependent upon the concrete, are upon the concrete; but generalization of arithmetic away from related examples of mathematical concepts

and if these concepts are approached in as many various ways as can be contrived.

For example, twenty-four hour clock face with two circles, figures, by a digital display and a horizontal 24-hour line as well as a selection of presentations of texts. Transfer can also be encouraged by the development of data collection from in and outside school, its collation, presentation more than one way or to more than one scale and its communication to other children and teachers.



Mathematical horizons.

I envisage a programme for "remedial" pupils as threefold: (1) the "survival" programme already outlined, from which can be selected, one could test for deficiencies in the psychological processes that underlie these reading difficulties.

She concludes by presenting a curriculum of significant value for pupils who describes the main deficiencies and the stages in reading acquisition at which they are most likely to be critical.

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During the past two years I have been studying the stages involved in the development of the reading process, producing a booklet for teachers (published by the Centre for the Teaching of Reading, University of Reading) called *Stages in Literacy Development* which tries to summarize some of the information on the developmental nature of learning to read—whether for instance it is possible to describe identifiable stages in the acquisition of the skill.

A developmental view of reading is closely linked to ideas of the growth of language and assumes that children when they learn to read will draw upon their knowledge of the rule-based nature of language gained from their experiences as talker and listener. They will project onto the black marks on the page their expectations and knowledge regarding meaning derived from the use of oral language.

Because of the particular sentence structures used in early reading books based in vocabulary frequently repeated, their expectations may be confounded. Also, children may not be alerted to the differences that exist between oral and written language and understand how differences in form are related to differences in function.

Written language can break into text at different levels or units of meaning. My youngest child discovered the word "in" while being

read to, and proceeded to point to every "in" in the text of any story being read to her for several nights. She soon began to identify other familiar or interesting words in the lines of text.

Her brother at the same age (before school) insisted on using an old typewriter to type out sentence by sentence the difficult prose of one of his much loved Reverend Audrey's engine stories. We had to stick with this word, some of the books (D) so he could "find the key of letters".

The eldest learnt off by heart the text of a particular story with rhyming lines, which had to be read each night with no variations from the text by the adult reader. She matched the words using the end-line rhymes as a sort of anchor.

The point of this illustration is that each child found a different way "into written text", based on individual differences in learning style, and closely related to being read to as small children before starting school.

Professor Vernon's typology suggests that some children may have difficulty with the matching stage of learning to read and here the difficulty may be that the unit of meaning, their way into text, may be different to that emphasized by the teacher or school method of reading instruction.

Marie Clay's book *Reading: the Patterning of Complex Behaviour* provides evidence of the way in which children of the word-by-word stage of reading, breaking up what they are saying by "voice pointing" (stress and emphasis on each word) and phrasing the words down with a pointing finger assist matching on the basis of the word unit.

For less research exists on the segmenting of speech into units smaller than the word, the establishment of the regularities of speech sounds and their corresponding letter strings. My studies suggest that some children are particularly in danger from internal stress and intonation to segment words into smaller units, some-

Individual solutions

to the American Harvard Review special issue on Language and Learning. Professor Magdalen Vernon, of the Department of Reading, wrote on the topic of deficiency in the reading process.

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Among the sighted

Kevin Mulhern on the integration of blind children

The somewhat muted response to the Warnock Report from those concerned with the education of the blind is hardly surprising. During the past 10 years there has been an almost continuous debate on whether the blind could and should be integrated into the mainstream of education.

In England and Wales there are around 1,250 registered blind children of school age. The vast majority of these children are being educated at 12 residential schools for the blind. Out of three of these schools are maintained; the rest are administered by a number of different charities. As selection at 11 plus is still practised, two are grammar schools and another two cater exclusively for the multi-handicapped blind.

It is a DES requirement that those who teach at schools for the blind must obtain a professional qualification within their first three years of service. There is a one-year course at Birmingham University which provides such a qualification but usually teachers take an in-service course leading to the Certificate of the College of Teachers of the Blind.

The call for integration largely comes from the visually handicapped themselves. The National Federation of the Blind (a blind consumers group), and the Association of Blind and Partially-Sighted Teachers and Students (ABAPSTAS) jointly campaign on the matter. Together they have drawn up a plan suggesting that blind children could be integrated.

They recommend that special units attached to both primary and secondary schools be established. A resource teacher based in the unit could give the blind child the specialist skills he needs, like Braille, typewriting and mobility training, and could then supply the equipment together with backup teaching when the pupil attends ordinary classes.

The integration lobby emerged at the end of the sixties, but failed substantially to influence the Vernon Committee Report on the education of the visually handicapped which was published in 1972. Vernon recommended "systematic experimental studies of the teaching of blind and partially sighted pupils in ordinary classes and schools, but within the context of a national plan, actively committed to special schools."

Two schools for the blind, St Vincent's in Liverpool and Tipton Mount in Sheffield, have both very successfully integrated older pupils into local secondary schools. There is also an increasing number of children attending primary and secondary schools for the blind.

Those who work in and administer schools for the blind are now more willing to explain the positive role they see the schools playing. The concentration of expertise, resources and experience together with an exceptionally good staff/pupil ratio are formidable arguments for their continuation.

Michael Colbourne-Brown, education officer of the Royal National Institute for the Blind, thinks that to abolish special schools would be folly. He told me: "Above all what we need in the education of the blind is flexibility. We must consider the family with a child in it. By no means can every family cope with the strain of having a blind child in an ordinary school, particularly in primary schools where resources have not properly organized."

In the ABAPSTAS and Tipton Mount plan for integration, it is accepted that some blind children with additional handicaps will probably not be suitable for integration. Many teachers of the blind have made great play of pointing out that the blind child whose only handicap is blindness is disappearing. Medical advances have eradicated many of the forms of blindness; but the advance has also saved the lives of many children who have a condition of which blindness is merely a symptom.

However, Mike Avis of ABAPSTAS told me that their views on the integration of children with secondary handicaps have been totally misunderstood. "We do not think that children with a secondary handicap should not be integrated. We think that the types of education which they receive should be different. It is not that there are those whose handicap is not the predominant one. There are certain handicaps which mental handicaps which obviously prevent the child from attending ordinary schools and in those cases it is also a visual handicap. Some special provision is necessary."

An increasing number of parents want their children educated in ordinary schools or at least as close to home as possible. Education authorities are beginning to see the value of the visually handicapped. Some signs for the integration of pupils for public examinations for well over 10 years, although their record prior to this was extremely poor.

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Opening doors only to close them?

Beth Marais argues for further education for the mentally handicapped

Many years ago parents and teachers of children attending Junior Training Centres for mentally handicapped children, administered by local health departments, cautioned for their children to become responsible for their own lives. In this way, slowly but surely, they have worked to a system, charting progress made, keeping records of every step taken and proving that with patience and determination there is no child who cannot benefit from an educational approach to his needs. Success has been most positive where relationships have been developed between child and teacher and teacher and parent—or in the case of hospital schools the nurses. This has made it possible for learning to be reinforced outside school and for consistent handling to be maintained.

It is interesting to note that in the Soviet Union most schools for the retarded are boarding schools and in this way the reinforcement of learning and consistent handling can be more easily supplied.

Work with the profoundly handicapped has revealed that physical contact is essential for, just as the young child requires constant handling by his mother in order to develop, the same need exists in children functioning at an infant mental level. However old they may be, chronic motor coordination and more controlled body movements. The movement lessons devised by Veronica Sherborne have proved excellent for these children.

Here again we can learn from the Institute of Defectology in the Soviet Union where extensive neurological research has established that improved body coordination activates brain functioning.

There can be no doubt that the quality of life for a profoundly handicapped child during school years has dramatically improved. Such a child has developed a self-image, has acquired a better understanding of his environment and has been exposed to a variety of experiences involving colour, sound, tactile awareness and a constant reinforcement of acquired skills. Because staff ratios have been good, often supplemented by voluntary helpers such as pupils from secondary schools and students, the child with individual attention and will have formed relationships which will have provided a new dimension to life.

Alas, the story does not as yet have a happy ending in the majority of cases. Most of the profoundly handicapped who have for 10 or 12

years enjoyed a full and active programme in school will have nothing to replace it when the time comes to leave school. Due to the severity of their disabilities, coupled with an economic climate which has insisted the building programme for new adult training centres equipped to meet the needs of those functioning at the lower mental age level, discharge from school means a return to a life offering little or no satisfaction. The fact that these children have received so much stimulation in school inevitably leaves them even more deprived when the privileges are withdrawn from them quite beyond their comprehension.

Such children at the age of 16, or 19 where schools are able to provide an extra three years, must return to parents who either shoulder the responsibility of looking after their adult mentally handicapped offspring for 24 hours a day or are driven to seeking places for them in subnormality hospitals. In the hospital school the outlook is equally bleak.

Recently I visited a ward, still archaically termed a "low-grade villa", where at least 10 of my former pupils reside. The ward houses between 25 and 30 ambulant, profoundly handicapped adults. There are seldom more than two members of the nursing staff allocated to the ward and they certainly have little time to do more than cater for the basic needs of the patients. I was shocked to discover that my former pupils had regressed to an unrecognizable life style or self-mutilation, forces smearing and attacking other patients and members of staff. I left the ward wondering if perhaps we had in fact done more harm than good in school. We had opened up a new world to them making their deprivation all the more acute when school was finished. It is tragically possible that if they had never received schooling they would not have been aware of their present deprivation and there would have been no resentment resulting in anti-social conduct as it now existed on the ward.

This is the dilemma faced by the teacher of profoundly mentally handicapped children. School is opening doors which, at the present time, tend to be firmly shut in the face of the child leaving school. Nevertheless, having faced the challenge of providing a suitable education for such children and having proved that it is worth doing and does achieve results, it only in improving the quality of life, we cannot afford to turn back the clock. Instead we must make our voice heard in demanding a better deal for our school leavers—more ATCs with programmes geared to the needs of the less able trainees and less obsessed with industrial output which all too often exploits the handicapped; more social workers who have been provided with something beyond the mere basic knowledge of mental handicap; and more educationists prepared to accept that education cannot be brought to an abrupt end for a group of individuals for whom there is no other future. If further education is a right of normal youngsters there is no reason why the lower intelligence range of mentally handicapped children should not have the same right.

Unless we are prepared to provide something more than boredom and frustration for the mentally handicapped adults to whom we offered education in 1971 then we are little better than our ill-informed ancestors who regarded mental defects as less than human and set about proving it by incarcerating them in stark and uncaring institutions.

Diane Spencer visits Beaumont College of Further Education, page 84.

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We have to turn to Chas for any detailed discussion of the effects of the environment, or the presence of test bias. Both books are strong on the quantitative tradition, and expound it clearly at an elementary level. One does not get too much detail, however, for current efforts to view assessment as a part of a broader learning process and related to the curriculum in a more integrated way.

Longman

Remedial and special education: a teacher's guide to the main national bodies

Compiled by Anna Sproule

"The assumption," says Mary Warnock, summing up the best-known of her committee's findings in her own guide to its report, "should be that perhaps as many as one child in five might need special educational help at some stage during his school career."

"Teachers," she adds later, "must be willing to accept the new wide concept of special educational need and must learn to expect that they may have up to five or six children in an ordinary class in need of temporary or permanent help."

"They must be aware that it is their job to take steps to see that children's needs are met, first and foremost by seeking skilled help."

Although it is likely that many of Warnock's proposals will be accepted, it is also likely that one of its key recommendations—training—will take a long while to be implemented in its entirety. (The reason of course, is expense.)

So here—as a first essential step to meeting special educational need in the way Warnock proposes—is a teachers' guide to the complex range of major national bodies working in the fields of special and remedial education.

Some run schools of their own for the handicapped; some organize training courses for all those interested in special education. Many operate information and advisory services.

A few are basically parents' organizations. But, as Mrs Warnock points out, teachers should be encouraged to view their relationships with parents as a partnership, without which special educational provision may fail.

With two exceptions, they are listed below according to their main field of work. The exceptions are two bodies whose field is, in fact, the whole SE/RE area: the Joint Council for the Education of Handicapped Children and the National Council for Special Education.

In view of their importance, they head our list.

The Joint Council for the Education of Handicapped Children came into being precisely because the fields of special and remedial education were becoming so complicated, so crowded with specialist bodies.

"While appreciating," says the council's honorary secretary, Roy Bushell, "that each of those has its own particular aim and may be concerned with one specific handicap, there is clearly overlapping and duplication of effort."

Postwar plans to set up an umbrella organization—to be called the National Council for the Handicapped Child—came to nothing. In 1958, however, the groups dealing mainly with the education of handicapped children had more ad hoc, and the JCEHC was born.

Its constituent members cover the entire SE/RE field. Representatives attend from the National Council for Special Education; from the Association of Workers for Maladjusted Children; from the College of Teachers of the Blind and the National Association for the Education of the Partially-Sighted; from the British Association of Teachers of the Deaf; from the National Association of Teachers of the Mentally Handicapped; from the Association for Therapeutic Education; and from the

National Association for Remedial Education.

The National Children's Bureau, although not a member, is in on the ground floor of council deliberations; it sends an observer.

One of the first results of the council's establishment was the production of a blueprint for meeting the handicapped child's wants.

This is now out of print, but its breakdown of requirements—early detection of handicap, improved provision in ordinary schools, more ancillary help, attention to the employment question, and more research (with more money to back it)—still holds true.

As Mr Bushell says, "We haven't found any major changes in the needs of children; they're constant."

In addition to producing two more definitive documents on special education (dealing with the emotionally disturbed and the integration issue respectively), the JCEHC works with both the DES and the Schools Council on questions affecting special education, and organizes professional conferences. The most recent—on Warnock—took place last week in London.

"As far as we're concerned," Mr Bushell goes on, "Warnock is the biggest thing that has happened." Nothing but good, he feels, can come out of it as far as the education of the handicapped child in the ordinary school is concerned. "A child's handicap is visible, the public accepts it. But if, say, there's a child with learning difficulties, the public has difficulty in accepting that money needs to be spent."

"That's why we were so pleased about Warnock: what it says is that it's all special and the important point is how children's needs are met."

For further information about the JCEHC's views and activities, contact Mr Bushell at 4 Old Craft Road, Watton-on-the-Hill, Stafford, ST17 2JF.

The National Council for Special Education—itsself a member of the JCEHC—is no the older of the teachers' organizations dealing with special and remedial education. Nor is it as specialized as some. Its aims, membership, and methods of operation are, however, typical of the majority—if not all. Its primary aim is a simple one. "To further the education and welfare of all who are in any way handicapped." And, it adds, its concern lies as much with the needs of handicapped pupils in ordinary schools as with those who are in the special schools sector.

It was formed out of a merger between a group of more specialized bodies: the Association for Special Education, the College of Special Education, and the Guild of Teachers of the Deaf. The latter, in fact, is the only one of the three which has taken place in the field of education for the deaf, while the other two are on the way among the teachers of the blind. The NCS's teachers' target membership consists of all teachers in special schools, in ordinary schools in the remedial services, in clinics or hospitals, but other professionals are also welcome: administrators, medical staff, social workers, psychologists, and therapists.

"This variety of membership," the council says, summing up the view of practically every organization in the SE/RE area, "will ensure an interchange of knowledge and understanding in a field where the co-operative efforts of so many

progress depends very much upon different disciplines."

The NCS operates both nationally and through local branches. In addition to holding local conferences and courses, it organizes a national conference and publishes its own journal, *Special Education* (forward trends quarterly).

It also operates an information and advisory service.

Further information from: The NCS, 1 Wood Street, Stratford-on-Avon, Warwickshire CV37 6JZ.

Autism

The specialist body here is, of course, the National Society for Autistic Children, founded in 1962 to help meet the needs of the 5,000 plus children affected by autism in this country.

Aims are four-fold: to provide and promote day and residential centres for autistic children; to help parents, especially through encouraging exchanges of information; to encourage research; and to stimulate professional and public understanding of the condition.

Target membership: parents of autistic, aphasic, or non-verbal children; doctors; teachers; social workers; others interested in the question.

The NSAC runs six schools (residential and day) for autistic children. It also operates an advisory service for parents and an information service for professionals.

Publications include: the association's journal, *Communication* (quarterly); a schools list (both maintained and independent); a newsletter; and 61 titles on autism.

Further information from: The NSAC, 14 Golder's Green Road, London NW11 8EA.

Blindness/Partial sight

The College of Teachers of the Blind, the National Association for the Education of the Partially-Sighted, the Royal National Institute for the Blind.

The College of Teachers of the Blind, which awards the diploma that most experienced teachers of the blind must hold, is shortly to follow the example of other bodies in the SE field and merge with another professional organization.

The partner in the merger, which will take place next year, is the National Association for the Education of the Partially-Sighted.

Membership of the two bodies consists of teachers, heads, parent counsellors, social workers, and university staff. The integration of the two bodies is the aim of the merger. As they point out, both fully support the aims of instituting a flexible range of educational opportunities for the blind. Many of them are closely involved in existing programmes that call for varying degrees of integration of the visually handicapped into mainstream education. And they are concerned to see that the most designed supportive structures essential to the success of such programmes are properly staffed, organized, and funded.

Further information from: Mr B. Seiple, hon. registrar of the College of Teachers of the Blind, Church Road, North Watlington, Liverpool L15 6TU; or Mr R. J. Crockett, secretary of the National Association for the Education of the Partially-Sighted, 13 Maple Road, Watlington, Oxford OX11 6JF.

The college and the NAEPs are by and large known only within the professional circles. By contrast, the RNIB is probably the country's most famous organization for helping the handicapped.

Among other things, it runs a large range of training courses for the blind (along with the RNIB School of Physiotherapy); in co-operation with St Dunstons, it administers the British Talking Book Service for the Blind; it is the largest Braille publisher in the world. In 1970, it set up Birmingham University's research centre for the education of the visually handicapped. In addition to its residential Sunshine Home nursery schools, it maintains two schools (primary and secondary) for blind children with other handicaps, physical and mental. (There are two more for the visually handicapped.)

It also operates a comprehensive education advisory service, staffed by qualified teachers of the visually handicapped, for "anyone concerned with a visually handicapped child—notably parents."

It is not a teaching service, the RNIB explains, but the advisers will give advice and, where possible, practical help with a child's management, development, training and educational placement.

RNIB publications include catalogues of Braille and talking books, numerous parents' guides, and—following requests from teachers—a set of guidelines for teachers and parents of visually handicapped children with additional handicaps. Further information from: the RNIB, 224 Great Portland Street, London W1N 6AA.

Cerebral Palsy

Leading organization in the field in this country is the Spastics Society, founded 25 years ago as a group of parents of spastic children. Its objects are the cure, treatment, training and education of children and adults who suffer from cerebral palsy. Together with its local groups, it has set up over 160 schools, centres, units, hostels and hotels for spastics; at Guy's Hospital, it has established a £2m medical research programme. It also runs a family services and assessment centre, an industrial training centre, a sheltered workshop, and a staff training college.

Four of its eight schools are for children with both intellectual and physical handicaps; three are for children with average intelligence and above. The eighth is specially geared to assessing the learning potential of children so severely handicapped that their ability level is not easily determined.

The college—Castle Priory, in Berkshire—was originally intended for training the society's personnel. Its scope has since been enlarged, and courses are now available on a wide span of special education subjects.

Recent developments include the society's "Save a Baby" campaign, which aims to raise £2m towards research into the prevention of spasticity.

"The society," says its director, James Loring, "will continue to pioneer in education, training, care and social work; we will continue to press for equal opportunity in all aspects of life. But it is also our responsibility to generations unborn to see that we do not fail in our ultimate goal to eliminate cerebral palsy."

Further information from: the Spastics Society, 12 Park Crescent, London W1N 4BQ.

Deafness/Partial Hearing

The British Association of Teachers of the Deaf, the National Deaf Children's Society, the Royal National Institute for the Deaf.

The British Association of Teachers of the Deaf was formed in 1976 out of the amalgamation of the National College of Teachers of the Deaf (one of the oldest teachers' organizations in the country) and the Society of Teachers of the Deaf.

Basic aim is the furtherance of the education of deaf children in the United Kingdom.

Target membership: teachers of the deaf both in and outside special schools.

The association holds two general meetings a year, along with professional conferences and regional meetings. It also administers a national qualifying examination for teachers of the deaf, and courses for candidates. Publications include the association journal, *The Teacher of the Deaf* (bimonthly).

BATOD's hon. secretary, Mr. Bates, sees long-term development in the field as concentrating increasingly on individual need. To be done properly, the placing of children in the mainstream of education, monitoring on an individual basis.

"In the immediate future," he says, "I see there being more attention paid to the preschool years where—although we in Britain lead the field in the education of the deaf—there is still inadequacy and in some cases neglect."

He also forecasts a decline in demand for special school places and a continual decline in the number of residential schools.

Further information from: Mr Bates, BATOD, 20 Devonshire Road, Bolton.

The National Deaf Children's Society is a parent-oriented charity founded in 1944. "Without the help and knowledgeable co-operation of parents," the society says, "it is much of their effect."

Its aims are: to encourage help and advice parents of deaf children receive the maximum benefit from modern medical and educational techniques; to promote public understanding of, and sympathy for, deaf children's difficulties.

Activities include a parent conference; research; and the gathering of information.

Further information from: the NDCC, 31 Gloucester Place, London W1N 4EA.

"We try," says the Royal National Institute for the Deaf, "to offer practical help and advice to all deaf people—not just the hard of hearing, but the born deaf, those who have subsequently become deafened, and deaf people with other handicaps."

The leading voluntary organization in the field, the institute runs a residential school for emotionally disturbed children. Faversham School, near Newcastle upon Tyne, was opened in 1967 to take 40 children; "because of lack of suitable facilities in the area, it has been continually pressed to increase its numbers."

MIND also runs conferences, courses, and an educational information service. MIND publications include *Schools for all: education for severely mentally handicapped children*, a discussion of the integration issue.

Further information from: MIND, 22 Harley Street, London W1N 2EF. Among the 30 schools and homes run on Rudolf Steiner principles for children needing special care are four for the maladjusted.

Cornwall Chinese Home-School, Gloucestershire takes emotionally and morally disturbed—a social and cultural—Chinese children. Perseus Home-School, Sussex, includes autistic and physically handicapped pupils on its roll. Pillbox Manor School, also in Sussex, deals with anxiety, habit, and other disorders, and borderline personality. Lodge, Northants, takes maladjusted pupils up to the edge of 18. For further details on Rudolf Steiner methods, see "Mental Handicap."

The institute sees its functions as threefold. Its first objective is to plug the gaps in local authority provision; a local authority says, "must allocate its money very carefully in order that it will benefit the greatest number of people. The deaf are a minority group and there is, therefore, a tendency for the provision of facilities for them to fall behind that for other groups."

The second is to educate public opinion. "Deaf," runs an RNID slogan, "doesn't mean deaf."

The third is to "provide an independent source of specialist help and advice to consumers and those acting on their behalf."

Further information from: RNID, 105 Gower Street, London WC2E 6AH.

Emotional Disturbance

The Association of Workers for Maladjusted Children; Dr. J. Barnardo's; the National Association for Mental Health (MIND); Rudolf Steiner schools.

The Association of Workers for Maladjusted Children was set up in 1951. The JCEHC group—was set up in 1951 to bring together all professionals concerned with emotionally disturbed children.

Its first aim is to "promote the study of the treatment, education and rehabilitation of children and adolescents showing evidence of either emotional, psychological or social disturbance and who are in danger of becoming emotionally handicapped or educationally disadvantaged."

Others are to: conduct study and research; give advice and support to schools, homes, hospitals, local conferences and in the field; in schools working in the field; in courses for educators public and form and maintain liaison with schools; the professionals, government departments and voluntary agencies concerned.

Membership can be either individual or corporate. Individual members include teachers, social workers, psychologists, and psychiatrists.

In addition to organising regular meetings and lectures, the AWMC runs an annual Easter study course; regional branches also hold weekend courses in their own areas.

Further information from: John Cross, AWMC General Secretary, New Barns School, Church Lane, Taddington, Gloucestershire, GL15 5DL.

Dr Barnardo's, the world-famous child care organization, runs five special schools for the maladjusted, along with others for the physically and mentally handicapped. The intention is to set up more in the future.

The increasing interest in the field of special education is a comparatively new one. As Barnardo's points out, the responsibility for providing shelter for homeless children (the organization's original aim) now lies with the local authorities.

Ages on "Charities like Barnardo's—professionally staffed and using professional skills—see themselves fulfilling a dual role in the future: helping to plug the gaps left by statutory bodies which cannot hope to meet all the demands made upon them, and ensure their freedom and flexibility to experiment with new methods and ideas that will help the development of child care thinking and practice."

Further information from: Dr Barnardo's, Tanners Lane, Haringey, London, N5 1QG.

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The institute sees its functions as threefold. Its first objective is to plug the gaps in local authority provision; a local authority says, "must allocate its money very carefully in order that it will benefit the greatest number of people. The deaf are a minority group and there is, therefore, a tendency for the provision of facilities for them to fall behind that for other groups."

The second is to educate public opinion. "Deaf," runs an RNID slogan, "doesn't mean deaf."

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Multiple Handicaps

Among its other residential establishments, the National Children's Home runs three special schools for children with learning difficulties. Many of the pupils have additional handicaps, including emotional disturbance, epilepsy, and mild physical handicaps.

Among the worst difficulties now facing pupils, the NCH says, is the threat of unemployment when they leave. "Every emphasis, therefore, is laid on the preparation for leaving and the awakening in them of a competitive attitude towards work and job finding."

Further information from: the National Children's Home, 112 Regency Street, London SW1P 4AX.

Further information from: Mrs Hughes, 123 Church Avenue, Urmston, Manchester M31 3RT.

A strongly parent-oriented organization, The National Society for Mentally Handicapped Children exists, in fact, to help the mentally handicapped of all ages. Over 400 local parents' groups are now affiliated to it.

Services include holiday schemes, clubs, counselling and advisory services for parents, a bookshop, a toy library, and an education and training department that runs courses for parents and professionals.

The NSMHC also operates a number of residential projects for the handicapped. "They are all export-oriented," the society explains. "Three of these give emergency or extended care for children under 16 for a period lasting anything from a few weeks to a few years."

Further information from: The NSMHC, 126 Buckingham Palace Road, London SW1V 5BR.

NATE was set up in 1963 to improve the teaching of English at all levels of education. Remedial language work is thus part of its brief.

Other aims are to act as a forum for discussion, experiment and research; to foster inter-school co-operation on the subject; and to provide a "national, authoritative voice on all aspects of education which concern English."

Main target membership: all teachers of English, from primary school to university level.

At local level, NATE operates through open meetings, study groups, working parties and workshops. It holds an annual national conference, national meetings, and a summer school. Publications include the association's journal, *English in Education* (three times a year). A new development is the setting-up of an association working party on the teaching of English in multi-cultural Britain.

"In recent years," NATE commented this summer, "the presence in many different cultures has radically altered our awareness and appreciation of cultural diversity; it has also led us to re-examine, with increased urgency, our attitudes towards language and its development."

Further information from: NATE, 108 Thehill Road, Edgerton, Huddersfield HD3 3AU.

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Arenas for assessment

Michael Alcott at Hawksworth

Assessing the intelligence, abilities and educational potential of spastic children is never an easy matter. When the child has poor communication skills and multiple handicaps the problem is intensified. It is all too easy to correlate lack of ability to communicate with lack of intelligence and the child is consequently assigned to a school that may be quite unsuited to its real needs.

It was the inadequacy of short-term assessment that led the Spastics Society to set up its own centre for the long-term assessment of the severely handicapped spastic child at Hawksworth Hall School. Accommodated in a splendid Jacobean mansion at Guiseley in Yorkshire, with views over the moors, this is a residential primary school whose facilities are considered to be unequalled anywhere in the world.

There are 28 pupils at the school ranging in age from five to 12 years. The total number of pupils is kept deliberately low. Only by this means can the staff ensure that each child is given close, personal attention and that the institutional nature of the school is kept to the very minimum. Caring for the needs of the pupils are 11 houseparents; four full-time teachers and one part-time classroom helpers; one full-time physiotherapist and one part-time speech therapist; administrative and domestic staff.

All members of staff play their part in the assessment of the pupils. Assessment here is an ongoing, four-hour process that can take two years. Speed of assessment is not a top priority; accuracy is.

While assessing the child's needs and abilities, developing communication skills where absent, the school does much to foster independence in the pupils. There are regular "forecast" meetings at which members of staff decide on specific goals for individual children. These goals can be basic—establishing reliable yes-no signals; developing comprehension; mastering the changing, food; toilet training.

The classroom is an important arena for assessment and development. The school makes full use of a wide range of electronic aids and other specially adapted gadgetry, all

of which contribute towards the acquisition of skills and the demonstration of abilities. There are also physiotherapy sessions, weekly bathing periods in the heated indoor pool and speech therapy for pupils who need it.

One danger of a small, rather intensive institution such as this is that it can easily become an isolated unit, operating in a social vacuum. The headmaster, Mr Frank Jagger, is well aware of ways ensures that the children in his care develop links with the broader community. Pupils visit local shops, the church, go on outings to the sea, have picnics and welcome visitors to the school.

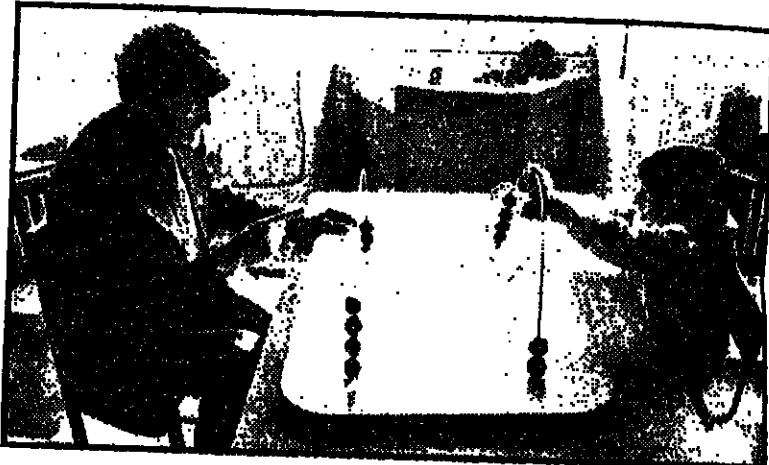
Parents, too, are brought into things as much as possible. Here there is a real difficulty for the school draws its pupils from all

parts of England. But, at the very least, parents are encouraged to visit the school to discuss their child's progress and future placement. The medical needs of the children are well taken care of. The local GP visits weekly and a number of specialists also visit regularly.

The most important meeting of each term is that of the assessment panel. This panel includes paediatrician, psychiatrist, psychologist, social worker and members of the

ability—from ESN(S) to further education establishments. It is to these schools that the majority of the pupils go.

By and large, this long-term method of assessment works efficiently. There are still some children who defy accurate assessment but these are very much in the minority. Hawksworth Hall School makes it clear that patient, careful, skilled teamwork can reveal the hidden abilities of the multiply-handicapped spastic child.



Growing up

Joan Tamburrini

Controversial Issues in Child Development, by Doris Pilling and Mia Kellmer Pringle.
Paul Elek £8.95, 236 40101 7.

Five controversial issues are discussed in this book: the impact of very early life experience on development; the effects of sharing the care of young children; the role of the father in the family; the effect of teachers' expectations on pupils' performance; and the effects of disadvantage in health, intelligence, language, and social and cultural background and the effectiveness of various intervention programmes.

These issues are controversial in two senses. First, they have given rise to considerable public concern and debate. Second, they are controversial because the research on them is inconclusive or contradictory.

Perhaps one of the firmest conclusions is that drawn from the research reported in this book: that only rarely can one assert with confidence that a specific outcome is the direct consequence of a specific circumstance. This can be seen most clearly in the section on disadvantage. The research to evaluate preschool intervention programmes has produced mixed results. Although they indicate that the whole is educationally beneficial for disadvantaged children

to attend nursery school, one of the main problems has been to account for "wash-out" effects, where clear differences emerge initially between children who have been exposed to a preschool programme and those who have not, but diminish or disappear after a certain interval. The extent of "wash-out" seems to depend on a number of factors including the nature of the preschool programme, the social class of the children, whether parents have been involved and the quality of the primary school which the children attend after leaving nursery school.

Although the research discussed by Pilling and Pringle in relation to disadvantage and other themes seldom leads to highly specific conclusions, its very inconclusiveness does suggest a more general, but no less important, conclusion.

Any action taken in relation to these issues, if its outcome is to be successful, must not be piecemeal. The research is frequently inconclusive because so many factors are involved and effective action must take all these factors into account. As Pilling argues, "it appears unlikely that even an optimal educational intervention programme can, most disadvantaged children. Without attack on the social inequalities that give rise to disadvantage throughout the children's school careers the effect on the individual child is limited." Add to this the conclusion from great deal of the research that conditions in the earliest years of life are extremely

important to later development and it becomes clear that action on a broad front and of a continuing kind is necessary.

The reviews of relevant research presented in relation to the five themes are detailed and comprehensive and include thorough critical analysis of conceptualizations and methodology. The discussions of the findings are scholarly, indicating clearly where the findings are firm and where they should be treated more cautiously.

If the book has a fault it is to go with its organization rather than its substance. It begins with an overview of the five themes by Kellmer Pringle. The remainder and most substantial part of the book consists of the five reviews of relevant literature by Pilling. The material is organized differently for each of the five themes but includes, in each case, summaries or overviews of the research findings and, separately, abstracts of the various pieces of research. This makes for a measure of repetitiveness and fragmentation.

For example, the famous Rosenzweig and Jacobson study of teachers' expectations and pupils' performance is first introduced in Kellmer Pringle's brief and general overview, appears for the second time in Pilling's introduction to this theme, is discussed more fully in a section devoted to controversy surrounding it, and, finally, is summarized in an abstract. The result is that one cannot continuously refer back and forward. Although this kind of organization does not make for smooth reading, it is perhaps for this reason that this book is a reference book as good as any.

Professional status: pioneers to traditionalists

Peter Love on educational psychology

Reconstructing Educational Psychology, Edited by Bill Gillham.
Croom Helm £7.95, 85664 631 8, £15.00, 667 9.

It has been remarked that professions evolve through a pioneer stage, followed by one of consolidation, to gain that degree of stability and security that allows a stage of more radical innovation. In the profession of educational psychology these stages have been relatively short. From the 1920s to the forties the pioneers were doing their individual things in their individualistic way: their work ranged from Burr's broad studies of education and delinquency to psychometric and psychotherapeutic contributions in clinical settings. The fifties and sixties saw an expansion of local authority psychological services and the emergence of the typical dual role of an educational psychologist working both in a schools psychological service and a child guidance clinic.

In the 70s, when Circular 2/75 laid down to psychologists an essential and major role in the assessment of children with special educational needs, and when the Warnock Report suggested, "... it may be desirable that educational psychologists should, in future, have a statutory status", the profession has enough confidence to question the patterns of work that have, in such a short time, become "traditional".

Reconstructing Educational Psychology is a collection of papers

written by nine people who are either practising educational psychologists or who are engaged in training educational psychologists. These papers have in common a disillusionment with current practice and role expectations and, as the editor Gillham comments, they also reflect, "... radical changes that are taking place in the profession ... of educational psychology."

What then are the grounds for discontent, what alternatives are proposed, and does it matter anyway if you are not an educational psychologist? The brief answer to the last part of the question is that the issues raised in this book should be of relevance to those who administer education services, to teachers and other professional groups, and not least to parents. This is far more than a series of exercises in professional introspection and happily most of it is written in stimulating style.

According to Gillham, the main directions of change are, less emphasis on work with individually referred children, and more emphasis on changing the environment that may produce behaviour and learning problems, and on passing on expertise to parents and teachers so that they, who are in more continuous and direct contact with children, may undertake more effective assessment and remediation.

Contributors to this book are highly critical of the "fire brigade" role thrust on educational psychologists. They argue that the referral of individual children who present behaviour or learning problems at a stage when other attempts to help them have failed, traps the psychologist into a response that invol-

ves a delay before the new referral comes to the top of the waiting list, a major commitment of scarce professional resources in attempts to make individual assessments of children's needs and the provision of remedial programmes on an individual basis.

Certainly some work with individual children must remain, partly because the educational psychologist has become a "key" to assessing the educational needs of children (though some would argue that Circular 2/75 has reinforced the stereotype of the psychologist as a provider of IQs) and partly because without the discipline of regular confrontation with real children presenting real problems there would be a risk of reverting to impractical generalizations.

The emphasis of this book is, however, on less direct methods of helping children who have problems. There is an account of systems analysis and several references to psychologists establishing links with the staff of schools on a regular enough basis to enable them to play a part in modifying the total school environment so as to reduce the incidence of problems. The psychologists are also seen as providing professional feedback to administrators so as to assist in the formulation of progressive patterns of educational provision within an authority.

The other main strategy proposed is one already practised in several psychological services and involves using psychological expertise and time to train teachers and parents to help themselves. One of the psychologists interviewed for the purposes of this book suggested that the educational psychologists must be prepared to say, "Here is how you improve your behaviour: when you've improved we're no longer the experts, you've stepped up to it, we come back when we can add to it".

Support systems—in school and out

Brian Osman

Psychology for the Classroom, By Johannes Turner.
Methuen £8.90 416 76790 7, £5.65 416 76800 8.
Children and Psychologists, By Philipp Williams.
Hodder and Stoughton £1.75, 340 21942 4.

One of the problems facing teachers in a remedial or special school setting is that of professional isolation. The difficulties faced are not those of the ordinary classroom and it is sometimes difficult to know where to turn for advice. A special school or a large remedial department will have its own support system, but many teachers have to work on their own.

Part of the answer must come from good support systems external to the school (school psychologists, advisers, etc), but a major part ought to come from the development of good reference books to which teachers can turn in moments of dire need. *Psychology for the Classroom* is an example of an attempt to provide an information source which could inform teachers' thinking, while the other book looks at one source of external support—applied psychology.

Psychology for the Classroom is aimed at parents, students and particularly teachers, and claims to give up-to-date coverage of relevant psychological research. The book divides into sections on cognitive aspects, special aspects and the individual in the classroom, and yet seems to consist of a mass of information strung together with little overall plan. The section on social perception and some parts of the

section on classroom behaviour are of interest, but other parts rapidly become virtually unreadable.

Children and Psychologists is a different kind of book. The text seems to have started life as the 1976 Convocation Lecture for the National Children's Home. It seeks to depict some of the activities of applied psychologists working with children in such a way that non-psychologists—parents, teachers, doctors, social workers—will be more aware of the nature and extent of the psychologist's contribution to the well-being of children. The use of the term "applied psychologist" is interesting since it seeks to avoid a number of issues which are currently contentious within the profession.

There is a viewpoint currently fashionable that psychologists should have off much of their work with individual children—particularly those irksome and sometimes dubious assessments. The argument claims that the time saved would free psychologists for other roles which in the long run could prove more beneficial to the children—for example acting as consultants to teachers or training parents.

In my opinion the case for alternative practices is not proven, partly because school support and parent training already occur though it is true that there is plenty of scope for development and partly because I believe there is a need for someone who is local, highly skilled but not over-specialized, who can help children to the resources they need quickly and directly. The book is informative as well as thought provoking.

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Publication September 1978 23178 8 Price £7.50

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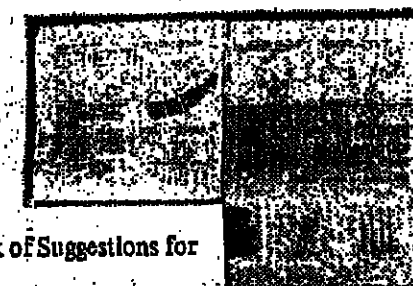
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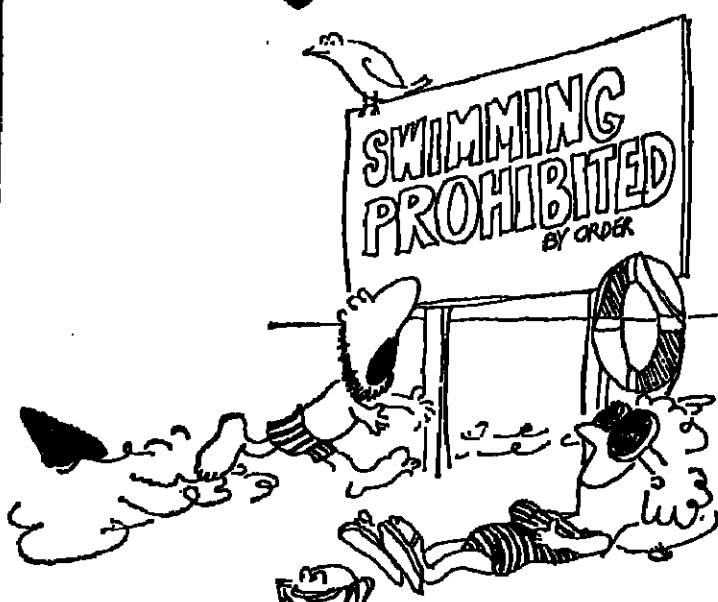
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ANN HALES

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For high flyers

Jack Cross

The Education of Gifted Children.
By David Hopkinson.
The Woburn Press £7.50, 7130 0156 9.

David Hopkinson neither denies nor denies the advances made in British education towards the education of opportunity; he is, however, concerned about the general lack of interest taken in the problem of those who suffer "the handicap of brilliance".

Many teachers encounter able pupils in their classes and find that, because of classroom stress, the organizational structure of their schools, their own unpreparedness or lack of special skills, perhaps ideological discomfort about "discrimination", they find them difficult to deal with. Frustrated high-flyers may easily enter the labels of "tiresome and difficult", "precocious, self-centred and attention-seeking". Very bright children make demands on parents, teachers and the school community; this book offers advice and guidance to all of these.

Mr Hopkinson identifies two groups of potential high-achievers which tend generally to be ignored: girls whose talents lie in the fields of mathematics and the sciences and all those who come from homes which do not value educational achievement and ambition.

We have, perhaps, for too long been deceived into believing that talent will rise to the top in spite of obstacles. An interesting chapter on the contrasting educational opportunities available to Keynes, Wells and Kipling shows that this does happen. But, in a modern society, dependent on speedily-deve-

loping innovative technology, it is just not good enough to leave the successful deployment of brilliance to the uncertainties of chance and character.

David Hopkinson makes no easy denunciations, offers no simple prescriptions; he takes his stance on neither side of the politico-educational fence. The kinds of primary school methods endorsed by the Plowden report are, he believes, reasonably well suited to the needs of the more able children, though many teachers lack the education, training and self-confidence to adapt them to the needs of the more gifted pupils.

He is critical of some comprehensive schools, particularly the very large ones, but he is no Boys' Own. "The best of all-through comprehensives have more to offer than the average grammar schools of the past" and "it could certainly be argued that some comprehensive schools, by taking the grammar school as a model, created many difficulties for themselves". Nevertheless he is worried that by making one type of school universal and obligatory we have made it possible for mediocrity to become the rule, with low expectations and anti-intellectual atmosphere.

Above all, he is an advocate for variety, especially at the 16 to 18 level. He would like to see more consortium sixth forms, sixth-form colleges, partnerships between different schools, establishments for youngsters with special abilities (it is ironic that only music and ballet can be catered for in this way in the public sector).

But he is as much concerned with existing schools and organizations. For the sake of the children, the schools and the nation, we can no longer continue to suppress the whole question of special treatment for special ability. This is not "elitist"; it is only common sense.

Wasting away

Geoffrey Heptonstall on anorexia

The Golden Cage. By Hilite Bruch.
Open Books £5.50, 7291 0167 3

The rich are different. Their children are fifteen times more likely to starve themselves, taking the urge to slim to a conclusion of neurotic logic. Since there can be a strong element of neurosis in the conformity of fashion it is hardly surprising, though deeply disturbing, that anorexia nervosa should be with us. Identified almost twenty years ago, it now appears to be a permanent, enigmatic threat to the affluent young of the West.

That some should reduce themselves, in the pursuit of wealthy indulgence, to the state of victims of a Third World famine is an unpleasant irony. It is tempting to see a perverse bourgeois guilt, but life is not so neat. It is not guilt, it is personal revolt. Dr Bruch, in an earlier book (*Bathing Disorders*, 1973) argued that anorexics are children who feel their personalities to be overwhelmed by over-protective parents. They would sooner waste away than be overwhelmed. The rejection, though total, is not necessarily blind. Anorexics increasingly recognize their condition, having both an intellectual and emotional understanding of it. They are usually the talented, clever children of talented, clever parents.

Dr Bruch's new book comes from this recognition. There was a time

when the anorexic saw herself as an isolated phenomenon—a freak. Now she and her family are more likely to realize that they are and to articulate their awareness. Many victims contacted Dr Bruch, who wrote this book as a result. It is concise, lucid and intelligent. It is a worthy introduction, though the lack of a bibliography is curious, particularly since most of the literature on the disease is in specialist magazines. This is the only readily accessible book.

Unfortunately for some of the premisses Dr Bruch's researches have been superseded by recent evidence that boys and socially deprived girls are being affected. However, since *The Golden Cage* is psychiatric rather than social her work is not greatly invalidated. Her major finding is that conventional medical psychiatry does not solve the problem. Psychiatrists with transference analysis interpret according to traditional Freudian notions of the unconscious. "It does not matter whether an interpretation is correct: what is harmful is that it confirms a patient's fear of being defective and incompetent, doomed to dependence."

Of course young people want to develop their personalities and their social identities. Anorexics, denied normal development (thus normal rebellion) find themselves in a nihilistic revolt against themselves. Therapy must restore the patient's awareness of one's limitations. *The Golden Cage* can only be an interim report, but it is a fine one.

Vowels for fun

Sounds Fun. By Helen Barritt.
Learning Development Aids £1.45, 905114 10 8.

Sounds Fun is a collection of 41 poems for use with children with reading, spelling and speech difficulties.

Miss Barritt, head of the remedial department of a West Sussex comprehensive, covers every sound, including the vowels and consonant blends, each page devoted to one or more of them. With the emphasis very much on "fun" the poems are

snappy, amusing and modern to hammer the sound home. For instance Crazy Crawford is a crab who "crunches crabs" and "creeps crawls". Each poem is illustrated by finely drawn full-colour sketches, many of them of animals. Miss Barritt specialized in rehabilitation as an occupational therapist before training as a teacher. The poems are the result of her extensive work with the handicapped and those with reading difficulties. They are designed to reinforce phonic teaching and "kindle a new interest in the puzzling world of words". Gillian Thomas

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Cambridge University Press £3.95, 331 21752 0.
Some Mothers I Know.
By Tom Wakefield.
Hodges and Kegan Paul £3.95, 7100 6783 7.

Originally published in 1968, reprinted in 1971, and now deservedly appearing in a second edition, *Where-then teach* is a textual guide for teachers and students

waiting techniques with a group of children who were not only autistic or schizophrenic, but were also Polish, German, Russian and Czech - most of whom had arrived in America straight from concentration camps. You won't easily come across a task more Herculean than that, and the fact that she is able to record her efforts with a kind of humorous despair makes this book not only a good read, but an important one.

Ann Hales, already known to English readers, must be counted as another of those special people. *The Children in Skylark Ward* is about her work as a teacher in a ward for severely handicapped. Here, the hospital structure—administrative, physical and human—is



working with the mentally handicapped child. In only some 200 pages she has set out in jargon-free detail the theory and practice of observation and recording; the use of these in preparing experiments and lessons, achieving progress and evaluating results.

More than this, however, she discusses the history of the educationally sub-normal (how better to join the reader than to make reference to the "workhouse" period of the 19th century?), the difficulties facing students who wish to teach these children, and the wide sense of commitment found among those who do.

While this book is a must for colleges of education, social service area offices and medical libraries, one can only hope that the following three will achieve an even wider circulation. They are desperately needed—to comfort, educate and "spark off" many of these "special people" who, for a variety of reasons, find their way into work with the "handicapped" or, more directly, find they have become "handicapped" parents.

Among these special people, one must include Mira Rothenberg, an American-Polish refugee herself, and now child psychologist, clinical director and co-founder of the Blueberry Hill School for severely handicapped children, disturbed youngsters between the ages of three and 21 years.

Children with Emerald Eyes is an almost entirely anecdotal account of her work: it is subjective and, in its best sense, sentimental. It will at least increase our understanding of these children, and may well inspire some of us to take a more practical interest. In his preface, Joan A. M. Jeffries writes, "her method is, doing nothing, by way of the way to the child's world, had not to be done, and she could not describe this way of acting out therapy... (but had) witnessed the results". Professor Rothenberg herself vividly describes her watching and

described, and readers, again, should be tempted to go and see for themselves. Her accounts are concerned and caring; her comments on the attitudes of society—and that part of it known as the DISS—are to the point.

The problem of multiple staff (team) care is looked at in terms of relationships (too often it is looked at in terms of "efficiency", and Mira Hales takes from a document produced at Laroche House, Hindin, a definition of home which we would all do well to remember: "home is where everybody cares"). The fact that her own three young sons became volunteers, and then persuaded her to bring some of these handicapped youngsters home on occasion suggests that she has her own interpretation of professionalism. Looking at her work, one cannot argue with it.

Much has been written, and still needs to be written, about the physically and mentally handicapped child. Often overlooked, and particularly in the current debate on "Hospital or Home", is the parent, someone whom we can but regard as a very special person, with maximum stresses and minimal support systems.

Here, then, we can but be extremely grateful to Tom Wakefield for *Some Mothers I Know*. Here, in her own words, are simple descriptive accounts of what it is like to discover that you have been placed in a special but unchosen role; and that, with whatever help is available, you will have to make decisions and learn to cope.

The four mothers whom Wakefield selected are, undoubtedly, special, and their individual stories—indeed, the book as a whole—should be introduced by doctors and teachers to all parents who suffer the anxieties of similar discoveries. The handicaps recorded are those of epilepsy, spinal curvature and ESN, autism and schizophrenia. The support systems varied, even for each individual child, but who can argue with the comment of Bob Wilson, the mother of the spinal curvature and ESN child? "Andy couldn't have got through all this without special schooling. Yet in a way, it's a special people that count for more."

Strengths and weaknesses

Gerald Haigh

Slow Learners—A Break in the Circle: A practical guide for teachers in Secondary Schools.
By Diane Griffin.
Woburn Press £8.95 7130 0137 2, £5.95, 7130 4003 3.

An interesting book this, crammed with both good intentions and useful advice, and demonstrating a number of the problems and paradoxes which must permeate any discussion of remedial work in school.

For example, basic to the whole debate, and stated by Diane Griffin right at the beginning, is the thinking educator's reluctance to accept the judgment implicit in the phrase "slow learner". To categorize as inferior those pupils who find it difficult to cope with the highly specialised demands which school makes is arrogance of a particularly disturbing kind. At the same time, schools—together with the whole package deal of books and exams and the like—are what we have to work with, and to reject them is to be stuck in a quasi-revolutionary dead end.

Diane Griffin firmly believes—as her subtitle shows—that the way to teach a slow learner is to break free of the categorization and overcome his sense of failure by seeing him as an individual with a unique combination of strengths and weaknesses.

Here, I suggest, we come up with another paradox, which is that a good curriculum for the slow learner is also a good curriculum for other pupils. This can only increase the value of Ms Griffin's book, of course, in that much of the great wealth of material which she suggests and sets out is suitable for a wider audience than the title implies. The chapters on reading and mathematics, for example, would make a useful addition to the background reading of any primary or middle school class teacher.

On the "skills" side, indeed—reading, mathematics, testing, diagnosis—the book is a mine of useful information. There are annotated lists of tests, details of reading schemes, a multitude of suggestions about teaching materials and equipment, the whole very obviously based on classroom experience over a long period of time. For all of this alone the book is worthy of a place on the staff bookshelf.

I am much less enamoured, though, of the advice given about the teaching of "social studies" subjects. For a long time, curriculum building in the all-ability school has been bedeviled by the assumption that a history syllabus, say, for the slow learner should consist of an academic history syllabus with the hard bits left out. I have no doubt that Diane Griffin would refute this philosophy, and yet suggestions like the one about studying the Second World War because "very few pupils are uninterested in war and most are very enthusiastic" come pretty close to it.

I wonder, too, what a sociologist would make of the sentence, "Sociology comes closest to being the perfect discipline for the slow learner, for in studying sociology you can bring in diverse and relevant material that does not fit easily into other disciplines".

Some of Ms Griffin's comments on school organization, too, have an inconsequential feel about them. The very skilful discussion of pastoral care systems, for instance, should either have been expanded or left out—preferably the latter, for it does not really line up with the book's main theme.

All in all, the author is clearly at her best writing about testing and structured teaching in the basic subjects, and the value of her book lies in the painstakingly detailed way in which she deals with these aspects of the curriculum for the slow learner.

Journeys into group work

Joe Benjamin

Group Work: Learning and practice. Edited by Nano McCaughan. Alsey and Unwin £7.95 04 361030 7, £3.95 316029 3

In her introduction, "A framework for thinking about group work", Nano McCaughan intelligently places it within an historical context, tracing its roots back to the days of the Ragged Schools and organizations such as the Scouts and Boys' Brigade.

We have come a long way since then, and this present collection of papers by practitioners and academics is as good a general introduction as any. Part I has five papers on "Frameworks for Practice", and of particular interest are a joint one by Vickery, Rawcliffe and Ward on "... the group as a target of intervention" and Payne's "Working with groups in a residential setting".

Parts II and III on "Aspects of Training" and "Practice" respectively provide enough material to tempt both the teacher and the practitioner, no matter on what course they teach or what fieldwork area they serve; youngsters in care, youth and social work, the varieties of handicap, family casework, the elderly—indeed, whatever one might find in community, natural or structured.

No community can exist without containing groups. Conversely, groups looking only at themselves become sterile and meaningless. David Thomas's paper, "Journey into the acting community," is what it is all about, not least of all because he admits to doubts, and cries for more "evidence".

Joe Benjamin

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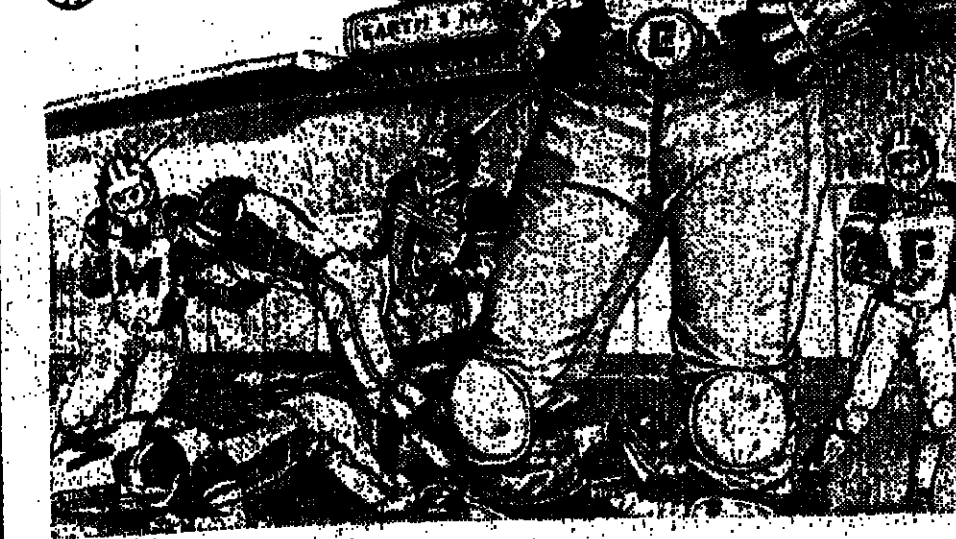
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'A better deal for the handicapped 16-year-old'

by Diane Spenser

One of the three main priorities of the Warnock report, published in May after a four-year investigation into special education, was to give a better deal to handicapped 16-year-olds.

Opportunities for them in further education have been described by Mr George Cooke, vice-chairman of the Warnock Committee, as patchy, inadequate and unplanned. Very talented physically handicapped school leavers can stay on at school longer, and go into ordinary further or higher education; but opportunities for the not so clever are limited, especially if they are unused to the hurly-burly of full integration.

They might have gone to colleges specially for the physically handicapped, such as Hereford College, in Coventry, run by the education committee or the National Star Centre, run by a charity in Cheltenham. But these equip students to go on to higher education whenever possible. But for those who are classed as ESN(M), the mildly educationally retarded who form the majority of physically disabled youngsters, opportunities to carry on their education beyond the age of 16 are otherwise few and far between. This is particularly unfortunate because they tend to be very late in developing basic educational skills.

They might have gone to colleges where they could benefit from an extra year at school or college.

What little opportunity there is tends to be provided almost exclusively by voluntary organizations. Beaumont College, on the outskirts of Lancaster and run by the Spastics Society, is one example. It was born out of an adult training centre a year ago and now takes about 80 students, who are mainly, but not exclusively, afflicted by cerebral palsy.

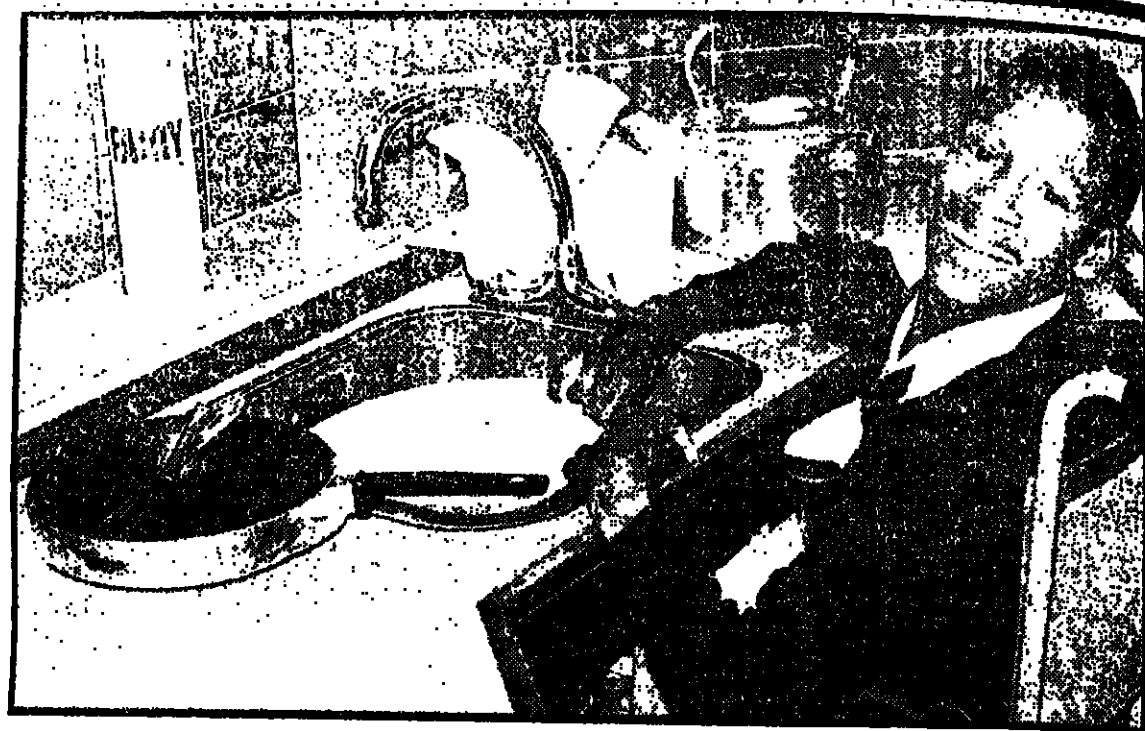
Mr George Marshall, the principal, says the students are not there for vocational training. "With the best will in the world, we will not be finding jobs for most of our students." He hopes the college will provide a bridge between school and the wider community, especially as the students tend to be very immature.

The curriculum reflects this standard of intake. Alan Brindley, the deputy, said the college does not offer a watered down academic curriculum; instead, it is based on students' needs. At the core is language development and numeracy, and then, given more or less equal weight are courses in social education, vocational studies and activities of daily living.

The students come from all over the country and are sponsored on the one-year course by their local education authorities with fees around £4,000 a year. At first they go through an induction programme so that the staff can find out the strengths and weaknesses of each student. Mr Brindley believes there must be three processes to teaching: diagnostic, prescriptive and then evaluation. After the diagnosis comes an education programme for each student, which must be in the end be evaluated, and if necessary, modified.

In the first term all students take the complete curriculum, although some time is allocated to "elective activities" meaning the students' choice of a particular subject or hobby. Some of these are "quite bizarre" according to Mr Brindley. They range from sex education and fashion to camping and keeping fit.

A particularly important part of the timetable are the "consolidation classes". These give extra time for a particular subject in which a student is at a critical stage and can be vitally important if, for



example, he is just learning to read. After the first term, case conferences are held with the care staff and modifications can be made to each student's timetable.

Mr Malcolm Walker, who is in charge of language development, said about 25 per cent of the students had a reading age of 12 or over, whereas 75 per cent of their contemporaries in the outside world had achieved this level.

There were various reasons for this. Some had spent long periods in hospital, many had defective hearing or sight or speech while others had little control over their limbs. They could, however, be helped by being taught how to use modified typewriters, the talking books service for the blind, or reading machines.

The other half of the hard core of the curriculum, the numeracy classroom, was bristling, not so much with machines, but with wall charts, collages and games. Mrs Jean Killinger was reasonably

pleased with the progress most of her pupils were making.

When they first come, 80 per cent did not have a clue how to use money, she said. Half of them were now fairly competent. Many could not recognize numbers up to 10; now they could do simple addition and subtraction. "It makes you wonder what they have been doing for the past 16 years."

The college offers vocational studies, but this is mainly for the students to be aware of the world of work as they could not otherwise make a realistic appraisal of their own position. "You cannot just say you are not strong enough to do this job; but we cannot let them leave here with blinkers on. They leave here with what a particular job involves and let them assess their own chances of doing it."

However, students are encouraged to develop an skill or interest as

it could lead to a job in a sheltered workshop, working at home or an interesting and useful way of using leisure time which in many cases could be for most of their lives.

The care staff play an extremely important part in the life of the college. They take charge when classes end at four o'clock, but they work closely with the teachers, especially in social education. If one student is learning how to use money, then one of the care staff will make sure he does some shopping to practice his newly found skill.

Mr Paul Johnson the senior care coordinator stressed the importance of developing the student's confidence and self esteem, albeit in a light hearted fashion. "We try to teach them everything so they need to know to survive," which seems to be an experience this can be done without much difficulty. Sockport and Manchester cooperate with Manchester Polytechnic to provide a two year part-time course in reading and language development. Problems of students' text,

Forward steps within the system

Paul Widlake discusses teacher training

Further education is given priority in the recently published report of the Committee of Inquiry into education of handicapped children and young people. Suddenly there are expectations for teacher training with special educational needs.

The Warnock report considered that L.A.s must second teachers to study if its special educational proposals are to be fully implemented. This year many applicants had been granted secondment. The first year many applicants had been granted secondment. The first year many applicants had been granted secondment.

Surprisingly, in 1978 about 90 per cent have been granted secondment, providing a course approximately the size of last year's from the same number of offers of places. Secondments are surrounded by confusion and it would be rash to extend to a single year, but it is worth noting that the courses have advanced during a period of restraint.

Progress, apparently, is possible without major changes in the system of financing local government expenditure" (Warnock, p. 33). This is not to dissociate one self from Warnock's call for improvement. Nevertheless, it seems that a great deal can be done within the existing system.

Warnock refers to "joint funding" and says: "we recognise that this would be regarded by local authorities as a most unwelcome infringement of their powers... but it is an experience this can be done without much difficulty."

Sockport and Manchester cooperate with Manchester Polytechnic to provide a two year part-time course in reading and language development. Problems of students' text,

administration, and innumerable opportunities for personal fiction, were tackled and quickly overcome.

The course may well be unique. Among its several distinguishing features are the speed at which the essential internal validation process—Polytechnic; the rapidly set were completed within Manchester with which teachers were recruited—the first advertisement appeared in November and the course opened in January; the enthusiasm of staff and "students"—who included some headteachers; the establishment of a course which is L.A. based but validated by an academic institution, with a widely accepted qualification, which is linked to other in-service provision.

Warnock calls for the development of three main types of in-service course, and good experience ought also to be mentioned. The National Association for Remedial Education (NARE) is one of a number of voluntary associations which have mounted courses and arranged conferences.

They have been responsible for bringing in-service opportunities to teachers, and this form of self-help has received enthusiastic support from L.A.s.

This will not in any way meet the requirements set out in section 19.28, which advocates one-week courses of full-time study for all teachers in regular service in primary and secondary schools. One wonders if there has been a more ambitious proposal. Even if the programme were spread over five years, it is estimated that at least two hundred additional full-time lecturers would be required. Some compromise seems likely, to create a part-time system. The Open University may be able to provide outlines.

Courses mounted in response to specific requests are of entirely different order from those prepared

and validated through a body like NARE. The attitude of most of the staff in ordinary schools does not seem to be particularly child friendly, and any opportunity to address them must be seized, though the challenge to the special educators' assumptions may be severe.

Manchester L.A. recently called upon its local institutions to provide one-term courses for its newly designated Language, Literacy and Numeracy Support Service. The language course had to include discussion of the new role that teachers were being asked to adopt; an important element was an analysis which gave the teachers the opportunity to present themselves in the new role and to deal with the reactions of their colleagues. The teachers became involved in formulating their own course, the tutorial team provided a structure and briefing sessions.

The third course in this series will be provided in January. After that it is planned to involve teachers from ordinary schools and possibly specialist teachers, in a new one-term course which may fit the Warnock specification but will have its own applications.

So far the discussion has centred on post-experience teacher education but pre-service courses, including those leading to postgraduate certificates, are no less vital. An example of specialist training was given by Palmer (Remedial Education, 1973).

Students in their second year were divided into tutorial groups of between fifteen and twenty-five. They were attached for half a day each week to a specialist teacher in a school, a junior school and an infant centre.

The junior school children came to the college and were taught individually. No published material was used, so that students had to devise material to suit each child. Similar a text so authoritative and succinct.

Play in hospital

Social relations and innovations: changing the state of play in hospitals by David J. Hall Routledge and Kegan Paul £5.25 7100 8607 5.

"The proper study of mankind is man"—and the institutions he creates. Looking at the state of play and playworkers in hospitals, David Hall has done a thorough job, and has set out in fine detail the roles, aptitudes and attitudes of all who work in them; the cleaners, the bureaucrats, the consultants, the nurses, as well as the patients who come and go, bringing with them their own cultures, anxieties and examples of rebellion, at odds with a physical environment (the design of a ward, the shape of a bed) which must be increasingly questioned.

Herein lies his dilemma—and ours. For whom is this book written? If it is for embryonic sociologists, then it can but be given top marks. If, on the other hand, it is aimed at the various levels of worker-interaction operating within a hospital, we must ask whether it is readable—and again, if so, by whom. Administration has its own bureaucratic language; so does medicine, social work, education.

Even hospital play, an embryonic profession itself, is creating its own language. For years the title "play-leader" has been questioned, and Hall reached a stage in his study when "play worker" seemed more appropriate, though he, too, continues to use the former title. But his dilemma is really ours. In response to a questionnaire, he found that we use 21 different titles to describe people who seek to "occupy" children in hospital wards, most of whom appear to understand play so little that they already believe they can institutionalize it.

The hospital is one of the most rigid of all our institutions. It has an hierarchical class and caste structure deeply rooted in the mystique of the medicine man. This excellent study, therefore, is well worth the reading.

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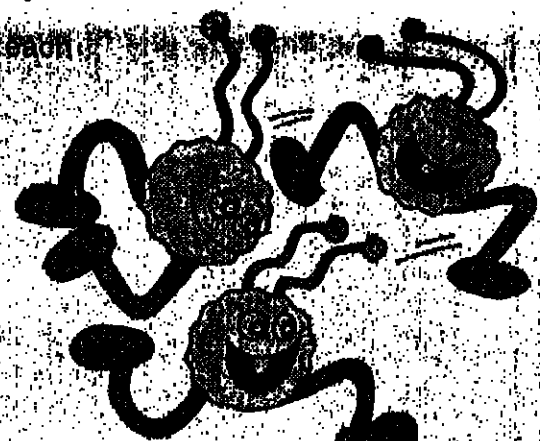
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No fences between

Gillian Thomas on making integration work

Integration works well—given the right children in the right buildings. That is the message which emerges loud and clear from a visit to the John Chilton School in Northolt, Middlesex. It is the newest of six special schools in the country which have been designed for integration with adjoining normal schools.

It has 40 physically handicapped children aged from three to 16; the numbers gradually to be built up to 60. They are the same as the Northolt First and Middle School, which is attended by 326 children aged up to 12, and Walford High School, a mixed comprehensive of 1,500.

Each school has its own building, with John Chilton in the centre, but they share common playgrounds, a sports field—and there are no fences between them.

All the buildings have wheelchair ramps throughout, and toilets adapted for the handicapped. These facilities have been added at Walford which originally existed alone on the site.

With a ratio of seven pupils to one teacher, as well as several welfare assistants, the emphasis at John Chilton is on high academic standards. Teaching is organized on normal school lines, though as numbers are small, each class has a wide range.

One headmaster, Sylvia Howarth, who came to the school when it opened last year after some years in special education, stresses the importance of each child getting the best possible education if they are to go on to lead a useful life. She is at pains to dispel the myth that special education must be defined in second-class terms.

"The handicapped need to arrive at the qualifications they can get at school to equip themselves for later on, but at the same time they have to learn to cope with their handicaps within society," she feels. "The long-term needs of the physically handicapped cannot be met in every case by a special school in isolation. Her own father was handicapped and she had

grown up with many of the problems involved.

While all the handicapped children are based at the John Chilton school as soon as she feels they would benefit from attending classes in the normal schools, she arranges it with the other head teachers. The aim is for every child at secondary level to attend there for at least part of the time.

Two of Sylvia Howarth's 14-year-old boys now attend the High School for all their academic subjects, returning only for craft, music and physical education.

Meanwhile, at first and middle school level a six-year-old spina bifida boy now spends every morning at Northolt. There are regular exchanges of whole classes with teachers dividing their time between the schools, and groups get together several times a week for music, topic work, stories and home economics. There are also occasional joint assemblies.

Such exchanges obviously involve a great deal of planning. Teachers meet regularly to discuss channels of cooperation. All agree that both sides stand to benefit, but clearly there have to be good working relationships if integration is to work. As Valerie Barrington, Northolt's headmistress, told me, her children regard it as a special treat to go over to John Chilton. In particular, the cooking facilities are appealing and there are plenty of staff to lend a hand.

Miss Howarth welcomes the fact that both her pupils and staff are familiarizing themselves with the needs of the handicapped and are developing a caring concern. "We have not deliberately set out to push the school together," she explains. "Our intention was to make heads very slowly. So it is particularly gratifying that cooperation has developed quickly at all sorts of levels. I saw it in action, quite spontaneously, during the lunchtime period. Several senior boys from Walford came over to play table tennis with their disabled friends."

Continued on page 56

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Continued from page 54

Meanwhile, but in the play ground, the children have been put into full contact with the normal school during the morning. This opportunity is a valuable one.

Before these kind of games, the John Chilton children always have lunch in their own unit. This gives the staff the opportunity to dispense medicine, which may be necessary and also provides a short respite from the pace of normal life.

The school was purpose-built on a new open-plan basis. Both the classrooms and corridors have plenty of space to enable all types of wheelchairs to turn easily and to be freely used. Furniture is kept to a minimum, but includes special items like standing-tables for children who need support and low open shelving. The atmosphere throughout is cheery and purposeful.

One particular corner is fitted with a raised platform and bench seating. This serves a multitude of purposes, including a mini-stage area with working surfaces and large open shelving, all at wheelchair level.

In addition, there is a library, an arts and craft area with facilities for pottery, woodwork and metalwork, a science laboratory and a well-equipped home economics area with working surfaces and large open shelving, all at wheelchair level.

In the medical wing, the school has a hydrotherapy pool which is used by every child at least once a week. There are also "quiet" areas attached to each of the main classrooms, where children who need therapy can be treated with minimum disturbance to their work.

John Chilton is one of six special schools in the London borough of Barking. At the moment it is well able to cater for all the physically handicapped children in the area who could benefit from integration. However, Miss Howarth stresses the crucial importance of assessing children before admitting them and strongly resists the idea that she should be expected to take neurologically damaged pupils.

"I feel that even in special schools we need to be selective," she says. "In order to benefit fully from the tremendous opportunities available here, potential pupils must

be able to cope educationally, socially and emotionally with the demands of an integration programme and subsequent contact with the normal school system. From the happy and secure environment we provide here, they can move on into normal society."

Before making her recommendations to the L.E.A. Miss Howarth studies prospective pupils' medical and psychological records as well as social workers' and when applicable, school reports. Then the child and his or her family is invited to the school to enable teachers, the medical staff and parents to meet.

The more grossly, multiple handicapped children and those who are neurologically damaged that they cannot ever be expected to cope with life on their own, Miss Howarth maintains, would be "at risk" in such an integrated environment. She believes they need a special care unit where they can have the security of four walls and individual attention from staff, alongside an equally balanced educational and therapy programme.

She hopes that eventually such a unit might be built at the school, perhaps, to keep costs down, by re-using a redundant mobile classroom. In this way the excellent facilities which already exist there for therapy could be used without any disruption to the present teaching situation.

The unit could also be used as an assessment centre and eventually might also be a sheltered workshop.

"If no alternative for these children can be provided, there is a distinct danger that the whole purpose of my school will be destroyed. Already I have been persuaded into taking two such children. It will be able to cater for all the physically handicapped children in the area who could benefit from integration. However, Miss Howarth stresses the crucial importance of assessing children before admitting them and strongly resists the idea that she should be expected to take neurologically damaged pupils.

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Forbidding area

Gordon Croton, producer of 'Let's Go', discusses the evolution of the series

It would be stretching the truth to pretend that the task of producing a series of television programmes for mentally handicapped people was not welcomed unequivocally by the production team.

Despite the attraction of breaking new ground in television (*Let's Go* is the first series produced for the mentally handicapped by any national broadcasting organization), our personal reactions ranged at first from apprehension and scepticism to gloomy resignation. Where do you start with a brief that proposes programmes "for the moderately handicapped person (10 range 35 upwards) in ESM (M) and (S) schools (for older pupils), adult training centres, hospitals and hostels—the series to be designed to arouse the interest of the mentally handicapped audience in the practice of social skills in a way which can be reinforced by teachers, instructors, parents and others?"

When, moreover, the principal aims of the series have been set out comprehensively as "to develop of social skills while enlarging the horizons, encouraging decision-making and the greater independence of action of the mentally handicapped", it is perhaps not surprising that we viewed the work ahead with some trepidation.

Although I had previously made documentary films about mental handicap, this experience proved to be of only limited help in planning a series for the mentally handicapped. I looked at from outside the whole subject of mental retardation is forbidding, littered as it is with political and administrative time bombs and overlaid with emotional responses.

Fortunately, others—particularly a BBC education officer who has worked with a mentally handicapped child and different ideas and the *Let's Go* proposals—all-embracing as they were—went ahead.

Detailed preparatory work began in the spring of 1977. This production team and the education officer consulted all the principal bodies concerned with the care of the mentally handicapped as well as visiting schools, A.C.T.s and hostels and talking to individual teachers, parents and mentally handicapped people.

Newspaper publicity brought in a large number of letters about the proposed programmes, some suggesting programme topics, others expressing reservations about what was seen as the BBC's readiness to propose such an unusual series. Because of the novelty of the project the pre-testing of a number of pilot programmes, both with groups of the target audience and among parents and teachers, was seen as essential. Fortunately, the number of suggestions and recommendations received made the need for pre-testing even more pressing—the advice was, contra-dictory, telling some of the difficulties in piloting some of the practice in the field and often too general.

It was difficult to obtain any clear indication of what teachers and others wanted to see on the screen. When, however, a cassette made for closed-circuit use in Swetland, a telephone was shown to groups, much more specific advice was received—usually in the form of criticism of the programme. It was also felt essential to test the pilot programmes among target groups, but the BBC staff did not feel competent to interpret the responses of this audience without expert help. Dr. Edward Whelan, of the Higher Education Research Centre at the University of Manchester, who (with Professor Peter Mittler and Dr. Kenneth Day) was one of the series consultants, took on the work of evaluating the pilots himself.

Four pilot programmes were made: *Let's Go to the Centre*, *Let's Go Shopping*, *Let's Go on the Farm*, *Let's Go and Clean our Teeth*. Each was approximately 12 minutes long. The programmes were preceded by a short introductory programme which gave some background to the project and raised some of the key questions to which the production team was seeking answers.

One of the programmes, *Shopping*, was produced as a previously written script. The other three, however, were filmed as they went along. The filming that was done at an adult training centre. The pilot films did

not each contain all the elements being pre-tested; nor was there any sharp differentiation of objectives or methods among the films. However, the following elements were present in at least one of the programmes:

- 1. A presenter (three were used, including Brian Rix).
- 2. Credit titles (animated, drawn and film montage).
- 3. Signature tune (one tune played in different styles).
- 4. Introduction (one saying "for the mentally handicapped", another saying "for those with learning difficulties").
- 5. Freeze frames.
- 6. Question and answer format (with a pause for audience response).
- 7. Songs (both pop music over, and folk-type songs sung to camera).
- 8. Humour (deliberate mistakes and speeded up sequences).
- 9. Reinforcement through repetition (recapitulation of key teaching points and re-run of film with a different commentary).
- 10. Use of mentally handicapped people in the programmes.

Pre-testing carried out by BBC educational officers took place during October and November 1977. In all about 250 parents and professionals at 14 meetings and 200 mentally handicapped people in 23 groups were involved. Members of the production team attended most of the meetings.

Dr. Whelan provided detailed instructions for the management of sessions, and these were generally followed. At meetings of parents and professionals, each member of the group filled in a questionnaire about his own place of work. Brian Rix's introduction was then played, followed by one, three or four of the programmes.

Each member filled in a questionnaire after each programme and then a final one with questions common to all the pilots. People were then encouraged to criticize the programmes.

Dr. Whelan suggested that the mentally handicapped groups should be randomly selected. In the event, the numbers varied, and the groups were often those with whom the instructors or teachers expected to use the programmes. Usually two programmes only were shown and during the viewing the education officer noted audience behaviour. (Inattention, laughter, shouting, participation) on a worksheet, sent back to the education officer or instructor. Afterwards, the audience was asked questions about the programme, either by the education officer, or by a familiar teacher or instructor.

The pre-testing proved invaluable. The operation itself led only to a number of other pieces of evaluation and follow-up carried out in different parts of the country, but also provided us with a wealth of evidence about the reactions to every conceivable aspect of the pilot programmes. As a result we changed the style, tone and even the proposed content of the envisaged series.

There is now one presenter—Brian Rix—for the whole series. Each programme contains film of mentally handicapped people shown succeeding in a particular activity (catching a bus, shopping in a supermarket, using the telephone), and the BBC staff did not actively using skills shot professionally at the same time as the filming. Music, animated film, social sight vocabulary all have their place in each programme.

The intention has been to produce material that in no way patronizes the mentally handicapped and which will have a genuine usefulness for those teachers, instructors and parents.

Asides from the illustrated notes for teachers and parents that accompany the programmes, slide kits for eight of the 26 programmes have been produced in collaboration with the National Society for Mentally Handicapped Children. These contain slides, photographs, illustrations and slides of location filming. The aim is to provide visual material for teachers who have been unable to record the programmes for regular use.

By A. M. Haigh, B.Sc., J. Q. Hawkins, M.A., S. J. Holmes, B.Sc., and P. S. Thorne, all of the Mathematics Department, Myers Grove Comprehensive School, Sheffield.

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SCIENCE

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BLACKHEATH REFORMATORY SCHOOL
Old Dover Road
Blackheath, S.E.3
Telephone: 71-459 2221
Church of England
Roll: 270

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Applicants are welcomed to visit the school.

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interview.

CATONIAN SCHOOL
Student Head
1000 E. 10th St.
Telephone 601-099 7394
Boys
10-19 years
Comprehensive
Admission to 6th, 7th and 8th levels
Admission in January, 1979, for as
many as 100 students. A teacher of
science (rank 1) prepared to offer
courses in biology, chemistry, physics
and general science in the third
semester. The science department is well equipped and
and provides a major
working atmosphere.

FORESTER HILL SCHOOL
1000 E. 10th St.
Boys
10-19 years
Comprehensive
Admission to 6th, 7th and 8th levels
Admission in January, 1979, for as
many as 100 students. A teacher of
science (rank 1) prepared to offer
courses in biology, chemistry, physics
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GATTON, DND/OPO
1000 E. 10th St.
Boys
10-19 years
Comprehensive
Admission to 6th, 7th and 8th levels
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science (rank 1) prepared to offer
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semester. The science department is well equipped and
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SOCIAL SCIENCE

Scale 1 Posts

A person prepared to art
Academic Management
no chance to work for which
is an allowance, plus
\$1000 for 10 hours per
transcends duties confined
to the office. Accompanying
dining person is provided.
According to the category
activities would be an offer
of \$1000 for 10 hours per
form as soon as possible
the Headmaster.

Scale 1 Posts

GATTON, DND/OPO
1000 E. 10th St.
Boys
10-19 years
Comprehensive
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and C.S.E.,
Required in January, 1979.
as possible : a teach

including National and Royal Academies, and the Royal Society. There is a strong emphasis on staff development, and the school is well equipped with modern facilities. The school is a member of the Association of Schools and Colleges, and the Association of Independent Schools. The school is a member of the Association of Schools and Colleges, and the Association of Independent Schools.

WALLINGFORD SCHOOL
Wallingford School is a day school for boys and girls, aged 3 to 18. The school is a member of the Association of Schools and Colleges, and the Association of Independent Schools. The school is a member of the Association of Schools and Colleges, and the Association of Independent Schools.

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to the head teacher.
Types School, Hargrave
Hargrave, West Yorks
GB, by October 5, 1978.
Reference ET 53078.1R

IAMPSHIRE
MILL CHASE SCHOOL
Bordon
11 to 16 comp. mixed
1,380 on roll
QUELS P.E. Stage 2.
Curriculum vitae, two
to Head with S.A.E.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Apollonia Avenue, Yiewsley
West. Middx
(Number on Roll, 1,017
Sish form)
Head Teacher: K. E. R.

H.S. PHYSICAL EDUCATION
vacancies will arise
school to cover the tempo-
rarily absence of the Head of
Physical Education from
from 6th November 1979
April, 1980. For a suita-
ble salary and a post map
cent a school has suit-
facilities that include a gym
swimming pool and playing
ground. Apply to the
to apply to the Head Teach-
school giving full particu-
lars.

London Allowances Payable

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ASTOR OF SCHOOLS
Astor Road, Maidstone
(R60 mixed)
High School with Cam-
pus, 10 to 12 years in build-
ing, 10 to 12 years old.

HEAD OF PHYSICAL EDUCATION DEPARTMENT and DEPT. OF RECREATION and YOUTH.

3) Elected January 1971.

Candidates should be experienced in continuing the development of the Department with a particular role in the pupils' experience and to prepare them for the use of leisure time provided not only by the school but also in the British Commonwealth.

Failure to meet the requirements of Maidstone's two-hour interest in leisure time as well as the conventional physical education activities is looked for.

Applicants should have a minimum year's experience in the profession and the necessary references should be submitted to the Chair.

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RECENT

SCHOOL COUNCIL

MEMBERS

FOR THE SCHOOL YEAR

1970-71

KNOWLESY
(Metropolitan, Horau)
ST. COLUMBA'S
COMPREHENSIVE S.
Knowlesy Lane, N.
Liverpool L26 8
7700 boys and girls
18; S.P.A. 4075
For January, 1972

(1) **BOYS' SCHOOL**
EDUCATION, Scale 3

(2) **GIRLS' SCHOOL**
EDUCATION, Scale 3

Must be able to take
of subject throughout
Assistance with Gen-
able.

For application to
S.A.B. to Headmaster
whom completed form
be returned within 3 days

CHIMOND UPON THAMES
GIRLS' SCHOOL
(comprehensive, 770 on roll)

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an attractive area of the B
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forms of application (1)
the Director of Education
Wickham, Middlesex, to
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**FACULTY
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A representative
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CITY OF COVENTRY

Required January, 1979

Assistant Teacher
at _____

Barr's Hill Mixed

Comprehensive School
Radford Road (930 on roll)

MATHEMATICS to C.S.E. and 'O' level in well established department. Scale 1.

President Kennedy Mix

Comprehensive School
Rookery Lane (1,860 on roll)

HOME ECONOMICS to teach in well department up to C.S.E. and 'O' level state other subjects offered. College le

Stoke Park Mixed

Comprehensive School
Dane Road (980 on roll, 128 in sixth form)

BIOLOGY: throughout School to 'A' level with a little junior General Science. Scale 1;

Woodlands Boys' Comprehensive School

Broad Lane (1,680 on roll)
PHYSICS 10 'Q' or 'A' level Scale 2 for suitable

Experienced candidate. Excellent labor
lites.
Candidate's description

Returnable by October 2, 1978.

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1990

COLLEGES OF
FURTHER EDUCATION
continued

WARWICKSHIRE
MILTON COLLEGE OF FURTHER EDUCATION
Milton, Warwickshire CV21 2JG
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER OF ART and **LECTURER OF DESIGN**

Applicants should have a minimum of 10 years' experience in the field of Art and Design, and a degree in Art or Design. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, Milton College of Further Education, Milton, Warwickshire CV21 2JG.

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Whitmore, South Warwickshire CV37 9QR
DEPARTMENT OF ENGINEERING

Applicants should have a minimum of 10 years' experience in the field of Engineering, and a degree in Engineering. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, South Warwickshire College of Further Education, The Whitmore, South Warwickshire CV37 9QR.

WILTSHIRE
EDUCATION COMMITTEE
TROWBRIDGE TECHNICAL COLLEGE
Trowbridge, Wiltshire SN6 7JG
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER IN GRADE 1 IN **TECHNICAL SUBJECTS**

Applicants should have a minimum of 10 years' experience in the field of Technical Subjects, and a degree in Technical Subjects. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, Trowbridge Technical College, Trowbridge, Wiltshire SN6 7JG.

We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know. But then, we're not merely offering you a change of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach abroad, perhaps with British troops, or Gurkhas or locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other Officers.

You'll have the same status, the same opportunities for promotion, the same pay and allowances.

We think it only fair, therefore, that you should prove yourself their equal as an Officer.

Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and spell at the RAEC's own training centre, you'll take up your first teaching post.

Your starting salary, depending

COLLEGES OF
FURTHER EDUCATION
continued

WARWICKSHIRE
MILTON COLLEGE OF FURTHER EDUCATION
Milton, Warwickshire CV21 2JG
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LECTURER OF ART and **LECTURER OF DESIGN**

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For further details and applications, please contact the Principal, Milton College of Further Education, Milton, Warwickshire CV21 2JG.

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Whitmore, South Warwickshire CV37 9QR
DEPARTMENT OF ENGINEERING

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Polytechnics

LIVERPOOL
LIVERPOOL POLYTECHNIC
Liverpool, Merseyside L69 3GB
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Applicants should have a minimum of 10 years' experience in the field of Art and Design, and a degree in Art or Design. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, Liverpool Polytechnic, Liverpool, Merseyside L69 3GB.

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Whitmore, South Warwickshire CV37 9QR
DEPARTMENT OF ENGINEERING

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Six months at Sandhurst will give you the chance.

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After Sandhurst and spell at the RAEC's own training centre, you'll take up your first teaching post.

Your starting salary, depending

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Your starting salary, depending

THE UNIVERSITY OF
THE SOUTH PACIFIC
FIJI

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER OF ART and **LECTURER OF DESIGN**

Applicants should have a minimum of 10 years' experience in the field of Art and Design, and a degree in Art or Design. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, University of the South Pacific, Fiji.

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The Whitmore, South Warwickshire CV37 9QR
DEPARTMENT OF ENGINEERING

Applicants should have a minimum of 10 years' experience in the field of Engineering, and a degree in Engineering. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, South Warwickshire College of Further Education, The Whitmore, South Warwickshire CV37 9QR.

WILTSHIRE
EDUCATION COMMITTEE
TROWBRIDGE TECHNICAL COLLEGE
Trowbridge, Wiltshire SN6 7JG
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER IN GRADE 1 IN **TECHNICAL SUBJECTS**

Applicants should have a minimum of 10 years' experience in the field of Technical Subjects, and a degree in Technical Subjects. They should also have a minimum of 5 years' experience in the field of Further Education.

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We need teachers who can remain calm under fire as well as in the classroom.

It's a tall order, we know. But then, we're not merely offering you a change of schools.

In the Army, you'll teach young recruits and experienced soldiers who wish to qualify as tradesmen.

You'll coach Officers who have to pass examinations for promotion and for entry to the Staff College.

You may well teach abroad, perhaps with British troops, or Gurkhas or locally enlisted soldiers in Hong Kong.

This makes you as important as any of our other Officers.

You'll have the same status, the same opportunities for promotion, the same pay and allowances.

We think it only fair, therefore, that you should prove yourself their equal as an Officer.

Six months at Sandhurst will give you the chance.

Although it won't be your main concern, you'll have to prove that you can lead men and, if it comes to the crunch, carry out operational duties.

After Sandhurst and spell at the RAEC's own training centre, you'll take up your first teaching post.

Your starting salary, depending

THE UNIVERSITY OF
THE SOUTH PACIFIC
FIJI

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER OF ART and **LECTURER OF DESIGN**

Applicants should have a minimum of 10 years' experience in the field of Art and Design, and a degree in Art or Design. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, University of the South Pacific, Fiji.

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Whitmore, South Warwickshire CV37 9QR
DEPARTMENT OF ENGINEERING

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Your starting salary, depending

DEVON SOCIAL SERVICES
FORDE PARK COMMUNITY HOME SCHOOL

Teacher

General Subjects

Wanted for January 1st, 1979, at this Community School for 60 boys aged 10-18 years a mature experienced Teacher for General Subjects. Ability to help with remedial work and/or practical subjects would be an advantage. You should be able to offer a wide range of out-of-school activities, games and extra-mural subjects and must be willing to involve with the boys and to work out-of-school hours.

We require a hard-working, good all rounder, and for the right person this could be an exciting and challenging post. A modern salary scale is available.

Salary Band 1, plus extraneous duties allowance plus Community Schools allowance.

For further details and information please contact: Mr Murray, Headmaster, Forde Park Community Home, College Road, Newton Abbot, Devon TQ9 6AB.

DEVON

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF SOCIAL WORK

Assistant Principal
(3rd in Charge)
Assessment Centre
£5,256 to £5,874 + £312 supplement

The Assessment Centre, situated on the south side of the city, offers assessment facilities to 50 boys and 18 girls who have been referred by the Children's Hearing Panels.

The Assistant Principal should be appropriately qualified. He should be able to take complete charge in the absence of the Principal and his Deputy. He should be a mature person with experience in residential social work, able to support and supervise a large multi-disciplinary staff and involve them fully in caring and assessment.

In this respect previous management experience would be an advantage.

Accommodation could be available.

APPLICATION FORMS, FURTHER INFORMATION AND AN OPPORTUNITY TO SEE THE CENTRE CAN BE ARRANGED BY TELEPHONING THE PRINCIPAL, MR. J. COOPER, REGIONAL ASSESSMENT CENTRE, HOWDENHALL ROAD, EDINBURGH. TEL. 031 664 8486.

London Borough of Enfield

Supervisors
£3,564-£3,936

Required at Park Avenue Day Centre, a new purpose-built, non-industrial day centre providing 120 places for the physically handicapped, mentally ill, blind and deaf adults.

Supervisors are required to complete a team which is within the framework of a programme of activities and will work with groups of physically handicapped people and a high tolerance of emotional stress are essential.

Informal inquiries to the manager, Mr. T. Povey, 01-360 1195.

An application form is available, upon receipt of S.A.E. from the Director of Social Services, P.O. Box 30, Civic Centre, Silver Street, Enfield EN1 3XL. Closing date, 6th October, 1978. Please quote reference 98/436.

Doncaster Metropolitan Institute of Higher Education

Head of Department of Design (Burnham Grade II)

Applicants are invited for the above post to commence duties on 1 January, 1979, or earlier if possible.

Applicants should possess a degree or relevant professional qualifications, together with substantial experience in teaching and industry/commerce.

The Department of Design offers courses in Graphic Design, Fashion, Textiles and Photography.

The person appointed will be expected to supervise the development of these areas, to show proven ability, and to teach in one of these areas.

Salary Scale: £6,732 to £7,699.

Colleges of
Higher Education

BARKING

London Borough of Barking
Barking College of Higher Education
Barking, Essex IG11 7AA
Applications are invited for the following posts from 1st January 1979, or earlier.

LECTURER OF ART and **LECTURER OF DESIGN**

Applicants should have a minimum of 10 years' experience in the field of Art and Design, and a degree in Art or Design. They should also have a minimum of 5 years' experience in the field of Further Education.

For further details and applications, please contact the Principal, Barking College of Higher Education, Barking, Essex IG11 7AA.

WARWICKSHIRE
SOUTH WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
The Whitmore, South Warwickshire CV37 9QR
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EDUCATION COMMITTEE
TROWBRIDGE TECHNICAL COLLEGE
Trowbridge, Wiltshire SN6 7JG
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For further details and applications, please contact the Principal, Trowbridge

STOKE HOUSE OBSERVATION AND RESIDENTIAL ASSESSMENT CENTRE

Residential Care Officers

Do you want to change direction and embark on a career in our forward looking purpose-built Observation and Assessment Centre?

The work can be tough, frustrating, demanding, tiring, but it is also rewarding. You can be part of the primary team, using your skills through relationships and assessment, to provide individual reports on adolescents in order to develop their potential in the future.

These posts are non-residential and the salary is dependent on experience and qualification within the following scales:

- Grade 1—£2,558-£3,279
- Grade 2—£2,988-£3,405
- Grade 3—£3,087-£3,651 including supplement

Good opportunities for supervision and training. For informal discussion telephone Stan Foster, Principal, Coventry 441019.

Application forms from the Director of Social Services, Council Offices, Coventry, returnable by 9th October, 1978.



YOUTH AND COMMUNITY SERVICE continued

HARINGEY

London Borough of Haringey Youth and Community Service

For an immediate appointment as a Youth Worker, please apply to the Director of Social Services, Haringey Council, 100 Victoria Road, London N17 7JL.

The successful candidate will be responsible for the day-to-day running of the Youth Centre, which provides a range of activities and facilities for young people in the area.

Applicants should have a minimum of two years' experience in a similar post and be able to provide references.

Salary: £2,988-£3,405 p.a. plus London Allowance. Closing date: 11 days from the date of advertisement.

For further details and application forms, please contact the Director of Social Services, Haringey Council, 100 Victoria Road, London N17 7JL.

Application forms from the Director of Social Services, Council Offices, Coventry, returnable by 9th October, 1978.

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LANCASHIRE

LONDON BOROUGH OF BARNET SOCIAL SERVICES DIRECTORATE

PRINCIPAL—Maynard House

SALARY

Non-resident £5,688 to £6,345 per annum inclusive

Resident £5,613 to £6,270 per annum inclusive

Required to take charge of this successful and dynamic project now two years old.

Primarily a residential observation and assessment centre for children and adolescents. Maynard House, has pioneered day assessment, domiciliary crisis intervention, intermediate treatment and flexible use of the integral education unit. A close working relationship exists with the area teams, enabling early involvement with children at risk or in trouble.

The successful candidate will want to consolidate a diverse and sensitive service to meet the needs of Barnet's children using his/her own style of management. Applicants will hold a professional qualification and have had day and/or residential experience in an assessment or treatment centre. He/she will need to be a particularly skilled administrator and manager in order to lead the present very able staff group of 35. This includes residential social workers, two teachers, part-time educational psychologist, psychiatrist (sessional) and a domestic helper.

Suitable accommodation available (adjacent to the central User Car allowance and car purchase scheme. Separation allowance and 100 per cent removal expenses payable.

Informal enquiries to John Norman or Alan Goss. Tel: 01-349 9121.

Application forms (reference 597) from Director of Social Services, Maynard House, Dollis Park, Finchley, N3 1HS. Tel: 01-349 9121, Ext. 80. Closing date: 6 October, 1978.

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NATIONAL YOUTH BUREAU

INSTEP

Professional Adviser

Required by INSTEP, the In-Service Training and Education Panel, INSTEP, established by the Department of Education and Science, is responsible for the national co-ordination and central validation of in-service education and training of youth and community service personnel.

The person appointed will have knowledge of training practice and of youth and community work and will be able to encourage the development of, and make a professional judgment on, the whole range of in-service training provision within the Panel's concern.

Salary: £7,047-£7,818 (Principal Lecturer Scale).

The National Youth Bureau employs INSTEP staff on behalf of the Panel.

Details and application forms (to be returned by 16th October) from: Finance and Administrative Officer, National Youth Bureau, 17-23 Abchurch Lane, London, EC4A 3DF.

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ilea INNER LONDON EDUCATION AUTHORITY

Tutor Wardens

- KINGSDALE YOUTH CENTRE, Alleyne Park, S.E.21
- WAVERLEY YOUTH CENTRE, Homestall Road, S.E.22
- ERNEST BEVIN YOUTH CENTRE, Beechcroft Road, S.W.17

Applications are invited from qualified teachers with training and/or experience in youth work for the above posts to take up duty as soon as possible.

Salary in accordance with the Burnham (FE) Report Lecturer Grade II scale within the range £4,101-£8,558 (subject to formal approval) plus £402 London Allowance.

Assistance may be given

1000

EDUCATION DEPARTMENT SPECIALIST CAREERS OFFICER

Salary Scale APS, £5,058-£5,351 p.a. inclusive

The Authority is in process of implementing its plans for dealing with the problems of unemployment and alienation among young black people in a neighbourhood basis. The Youth Advice Centre in Harlesden opened early in July and the staff, already appointed, includes a Youth Worker (B-Manager), a Cultural Liaison Teacher and a Specialist Careers Officer. The latter will be responsible for receiving and advising callers, whose enquiries are broadly to do with employment. A Specialist Careers Officer is required to work alongside the two recently appointed but not yet in post. These three officers will use the Harlesden Youth Advice Centre as a base, but for their day-to-day work they will be out posted to a Youth/Youth and Community Centre. Applications are invited from professionally qualified practising careers officers attracted by the opportunity to participate in a team effort to help young black people disadvantaged in community relations work and familiar with the duties and responsibilities of the Careers Service. Application forms (and further information) can be obtained from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, and should be returned by 5 October, 1978. Telephone 01-903 0371 (24 hours Answering Service). Reference Number E/5/78 must be quoted.

London Borough of
BRENT

Somerset

EDUCATION AND CULTURAL SERVICES COMMITTEE

Careers Officer

AREA CAREERS OFFICE, TAUNTON

Grade APS/4 Salary Scale £3,732-£4,632 per annum

Applications are invited for the above post in the Careers Service to undertake a full range of Careers Officers duties in the Taunton and West Somerset Areas. Candidates should have had appropriate careers training and be suitably qualified.

Temporary Careers Officer

SOMERSET CAREERS SERVICE

Grade APS/4 Salary Scale £3,732-£4,632 per annum

Applications are invited for the above post which is being financed by the Department of Employment and has been created specifically to assist with the problem of unemployed young people.

Candidates must be suitably qualified and preferably with previous Careers Service experience.

Application forms and further details for both posts available from The Chief Education Officer (Staffing NT), County Hall, Taunton, Somerset.

Closing date 6th October.

HUMBERSIDE COUNTY COUNCIL

Education Department

General Adviser (English)

Soulbury Scale (Headteacher Group 10) £8,751 to £9,438

To be responsible as General Adviser for a group of schools in the East Riding Division and as the specialist adviser for English throughout the northern half of the County. The post is based at Beverley.

Assistant Director for Forward Planning

(Post No. HOC 2)
Principal Officer Range 2 (1-5)
£5,732 to £7,476 plus supplement £312 per annum
Based at County Hall, Beverley

Assistant Director to co-ordinate work in the Education Department concerned with the planning and use of resources. In consultation with senior officers of the Authority, the person appointed will consider present practices and possible alternative approaches with the aim of making the best use of the existing resources and completing a long-term development plan. Applicants should have a degree or equivalent qualification and must be familiar with the local authority education services and sympathetic to its needs. The County Council has a scheme for approved removal and resettlement expenses. The post carries an Essential User Car Allowance.

Application forms and further details of the post are available from the Director of Education, Education Department, County Hall, Beverley, North Humberside. To whom completed forms are to be sent by October 5, 1978.

The British Council ADULT EDUCATION ADVISER

The British Council, which has a responsibility for Britain's educational and cultural relations overseas, is seeking a well qualified Adviser to work in its Schools and Further Education Department in London. The successful candidate will be a member of a team with responsibility for non-formal education and the adult education side of the department's work. Duties include advising Council departments on the placing of students and visitors from overseas; the management of specific projects in adult and community education; liaison with adult education institutes in the UK and in Europe; and the design of "information packs" on adult education, continuing education and community education. Applicants, preferably graduates, should hold relevant qualifications in adult or community education. Experience in a university department of extra-mural studies or a similar institution is highly desirable. Appointment will be on a two-year fixed term contract to the staff of the British Council. Initial salary including London weighting will be in the region of £6,400. For further details and an application form to be returned by 6th October, 1978, write or telephone quoting E/3 to: The British Council, 65 Davies Street, London W1Y 2AA, telephone 01-499 8011, extension 3041.

EDUCATION DEPARTMENT

DEPUTY SCHOOL MEALS ORGANISER

£4,734-£5,292

(Subject to review under Soulbury Committee 1978 salary agreement)

Soulbury Senior Range for School Meals Organisers, male/female. Applications are invited for this key post within an Authority providing some 125,000 meals daily.

Further particulars and application form from: Personnel Division, Education Department, Margaret Street, Birmingham B3 3BU. Closing date for applications, 6th October, 1978.

BIRMINGHAM CITY COUNCIL

Assistant Education Officer (Secondary)

£8,582 to £9,408 inclusive (Ref. E.26)

Applicants for this third tier post in this large London Borough should be graduates with good teaching experience, who have demonstrated proven management ability in an Education Department.

The person appointed will be responsible to the Chief Education Officer for the administration of Secondary Education.

An Essential Car User Allowance is payable and the Council has a generous scheme of assistance towards the cost of removal and resettlement expenses.

Application forms, to be returned by October 11, 1978, and further details may be obtained from the Assistant Chief Executive (Manpower), Town Hall, Bromley, Kent BR1 1BS. Tel. 01-464 3333, ext. 3318.

LONDON BOROUGH OF BROMLEY

BEC BUSINESS EDUCATION COUNCIL

RESEARCH OFFICER

This is a new appointment. BEC is looking for an experienced Research Officer to oversee and develop the Council's research and monitoring programme.

The post is permanent (or could be on secondment). Salary from £5,100 to £7,300, salary level depending on age and experience.

Further particulars and application forms from:

Business Education Council (Research Officer), 17 Portland Place, London W1N 4AA

Closing date 10th October, 1978.

ADVISER FOR CRAFT, DESIGN AND TECHNOLOGY

Soulbury Range—Burnham Head Group 9 £8,217-£8,901 with possible progression to Burnham Head Group 10—maximum £9,438

Applicants should have substantial and relevant experience to enable them to develop work in Craft, Design and Technology, to see the subject in the context of the whole curriculum, and to help in promoting in-service training for teachers. A specialised qualification and teaching experience in the subject is essential.

The Adviser will also work as a member of a district team of Advisers with a general responsibility for a specific group of schools. A wide interest in, and experience of, schools, particularly secondary schools, is desirable.

Essential user car allowance payable. Removal and disturbance allowances payable in appropriate cases.

Application forms and further particulars are obtainable from The Director of Education, Cheshire County Council, County Hall, Chester CH1 1BQ. Closing date: 6th October.

Education Department

Mathematics Adviser

(Re-advertisement)
Salary: £7,986-£8,670 including £297 London Allowance. (Soulbury Scale—Burnham Head Teacher Group 8)

Applications are invited for this post from candidates with good qualifications including an Honours Degree, substantial teaching experience and a keen interest in the teaching of the subject to pupils of all ages and levels of ability. It is hoped that the appointment will be effective from 1st January, 1979.

A car allowance is payable. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses when appropriate.

Application forms and further particulars from John Fordham, Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN, to be returned by 13th October, 1978.

Redbridge
London Borough

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

CAREERS OFFICER

£3,933-£4,320 p.a. + £312 p.a. Supplement

Applications are invited from qualified Careers Officers who hold the diploma in careers guidance or equivalent. The service provides guidance to pupils, students and their parents about careers and employment opportunities in an area which can offer a wide variety of experience in all aspects of careers work. For newly qualified officers in their probationary year the salary will be £3,420 p.a. plus £312 p.a. Supplement.

Application forms and further details from the Chief Personnel Officer, Marcan House, Marcan Way, Ashton-under-Lyne, Greater Manchester, to be returned by 2nd October.

Leicestershire

PROFESSIONAL ASSISTANT (SCHOOLS)

£5,415-£6,030+£312 supplement

Applications (January, 1979, appointment) invited from graduates with good teaching experience in schools. The post, vacant on promotion, offers excellent opportunities for an energetic young man or woman to gain experience of education administration in a large authority. Tel. Leics. 871313, ext. 599, for further details.

Casual user car allowance. Removal expenses, legal fees, lodging allowance in approved cases. Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Leicester LE1 5RX, by October 6th 1978.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

for the Certificate of Secondary Education (A Company Limited by Guarantee)

Appointment of an

ASSISTANT EXAMINATIONS OFFICER

Salary: N.J.C. Senior Officers' Scale Grades 1/2 within the range £5,232-£6,060 per annum. Local Government Superannuation and N.J.C. Conditions of Service apply. Assistance with removal expenses, etc., will be available.

The new appointment arises from the continued expansion of the work of this Board. The person appointed will form part of a team, each member of which will take responsibility for a group of subjects, servicing the subject panels and overseeing the examination and moderation of the subjects concerned, under Modes 1, 2 and 3. Applicants should have a qualification in a Science subject; possess administrative and, preferably, teaching experience; be available to take up duty on 1st January, 1979.

Application forms and further particulars from The Secretary, The South-East Regional Examinations Board, 2 and 4, Mount Ephraim Road, ROYAL TUNBRIDGE WELLS, Kent, TN11 1EU, to whom completed applications should be returned by 6th October, 1978.

SCOTTISH VOLLEYBALL ASSOCIATION

Part-Time Executive Officer

The person appointed to this new post will be responsible for National Competitions, administrative developments, planning and initiating events within the annual calendar, publications and supervision of office routines.

Applicants should possess a degree or equivalent qualification, be able to write clearly and fluently, have experience and success in administration at a responsible level, and organisational experience in a voluntary or sports organisation.

A good salary is available for this important position.

For further particulars please write to the S.V.A., 8 Frederick Street, Edinburgh.

METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

BURJAR

GREENHILL UPPER SCHOOL, Felling Road, Rochdale. AP.3 £3,732-£4,146 (36½ hours per week)

Required to take charge of School Office. Duties will include those of Secretary to the Headmaster, shorthand typewriting, accounts and general administration. For this very demanding post good academic qualifications are required with shorthand/typing speeds of 120/50 w.p.m. respectively. Further academic qualifications would be an advantage.

Application forms and further details available (by quoting Ref No. B.934) from the Chief Personnel Officer, 186-Orake St., Rochdale, OL16 1XG, to whom they should be returned by 2nd October, 1978.

Professional Assistants (2 posts)

£3,232-£3,342 (including supplements)

Applications are invited from graduates, preferably with teaching experience for these two posts which offer opportunity to enter educational administration. There will be opportunity to gain experience in various sections of the Department, initially in the Primary, Secondary and Community Education Division and the Further Education Division.

Application forms and details obtainable from the Director of Education, Council Offices, Earl Street, Coventry. Tel: Coventry 25555 Ext. 2282. Returnable by 10th October, 1978.

coventry

ADMINISTRATION Local Education Authority continued

HARROW

CAREERS OFFICER
We seek a CAREERS OFFICER to work in the Harrow Careers Service. The successful candidate will be responsible for the day-to-day running of the service, including the provision of advice and guidance to pupils, students and their parents. The post is based at the Harrow Careers Centre, 100-102, The Quadrant, Harrow, Middlesex. Salary: £5,232-£6,060 p.a. (N.J.C. Senior Officers' Scale Grades 1/2). Applications should be sent to: The Director of Education, Harrow Local Education Authority, 100-102, The Quadrant, Harrow, Middlesex. Closing date: 10th October 1978.

WATFORD

EDUCATION DEPARTMENT
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SUTTON

EDUCATION DEPARTMENT
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HARINGEY EDUCATION

ADVISER FOR SPECIAL NEEDS

£9153-£9840 inclusive
Soulbury

Applications are invited for a new post of adviser with a general responsibility for the education of children with particular needs, remedial, special, compensatory, disruptive. The successful candidate will be expected to be in sympathy with the philosophy and aims of the Warnock Report. The person appointed will be a member of a team of general advisers with specialist responsibilities.

Application forms and further particulars are available from the Chief Education Officer, Education Offices, Somerset Road, Tottenham N17. (Tel. 808 4500 Ext. 103). Applications returnable by 6 October 1978.

CHURCH OF ENGLAND CHILDREN'S SOCIETY

The above leading voluntary child care organisation wishes to appoint an

EDUCATION OFFICER

to devise and develop a programme within its Appeals Division which combines fund raising strategy with education. This will include the preparation of teaching materials for use in schools and colleges. This new and interesting position will be based at the Society's headquarters in South London and applications are invited from trained teachers with teaching experience. Knowledge of the child care services and of writing a grant would be an advantage. Salary: Grade N4S APS—£4,461-£4,781 p.a. plus £312 p.a. supplement, plus £436 p.a. London weighting. Four weeks' annual holiday plus statutory bank holidays. The post is pensionable. Existing comparable pension rights transferable. The Society is a Christian organisation and seeks in staff readiness to grow in Christian faith and life, whether or not applicants have formal allegiance to a Church. For further information and application form please write in first instance to: Personnel Officer (108), Old Town Hall, Kennington, London SE11 4DD. Closing date: 13th October, 1978.

Administrative Assistant

Applications are invited for the post of Administrative Assistant at the Board's offices in Aldershot. The post is concerned with examinations in Mathematics and Technical Subjects. The person appointed will be required to assist the Administrative Officers responsible for the work in these subject areas.

Applicants should possess a graduate or professional qualification in one or more of the relevant subjects and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administration and organisation, it includes also some important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned.

The appointment will be on the Board's scale for Administrative Assistants which is £3,032 x £157 to £4,130 (bar) x £157 to £4,615 (top of scale).

Applicants should possess a graduate or professional qualification in one or more of the relevant subjects and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administration and organisation, it includes also some important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned.

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Applicants should possess a graduate or professional qualification in one or more of the relevant subjects and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administration and organisation, it includes also some important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned.

London Borough of Enfield Second Assistant Officer (Resident) £3,273-£3,750

A Second Assistant Officer is required to complete the team of five supervisory officers at Cheivors Hostel, a home for 20 mentally handicapped children. Applications are invited from persons, preferably qualified, keen to develop the potential of the children in our care who are individually assessed according to their needs. The post has basic care functions and programmes with an educational bias. Continuing support is available from speech therapists, physiotherapists, psychologists, etc.

National conditions of service apply with an additional payment of £150 for appropriate qualifications. £230 per night is payable for sleeping in, which is required on a rota basis. If you are young, enthusiastic, interested in the care of the mentally handicapped and wish to gain experience working in a therapeutic environment using behavioural techniques, please telephone the Officer in charge of the Home, Mr. J. Bull, 01-833 4047, for informal discussions and further information. An application form is available, upon receipt of S.A.E. from the Director of Social Services, P.O. Box 59, Civic Centre, Silver Street, Enfield EN1 3XL. Closing date, 6th October, 1978. Please quote reference SS/418.

NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT CAREERS SERVICE

Applications are invited for appointment to the following posts in the North Tyneside Careers Service:—
A. Careers Officer—Salary Scale A.P.3 £3,420-£3,834 plus £312 supplement.
Candidates should hold the Diploma in Careers Guidance, or equivalent qualification, and preferably have had some experience of employment. The person appointed will join a team of Careers Officers and support staff working with all ability levels of a comprehensive education system in a specific area of North Tyneside.
B. Trainee Careers Officer—Salary Scale £2,244-£2,867 plus £312 supplement.
Candidates must be 22 years or over by 1st September, 1978, should have a degree or equivalent qualifications and should have at least one year of employment experience exclusive of vacation work. After practical experience the Officer will be expected to complete a one-year full-time course at Newcastle Polytechnic leading to the Diploma in Careers Guidance during the 1979/80 academic year. Commencing salary will depend on qualification and experience.
Conditions of service in accordance with N.J.C. Scheme for Local Authorities A.P.7. & 8. Services.
Application forms are obtainable from The Chief Personnel Officer, 7 Northumberland Square, North Shields (Tel: North Shields 77488) to whom they should be returned.
Closing date: 6th October, 1978.

COMMUNITY RELATIONS OFFICERS

(AP5-801: £4,773-£5,588 including supplement)
(1) CLEVELAND COUNTY COMMUNITY RELATIONS COUNCIL.
(2) THAMESDOWN & DISTRICT COUNCIL FOR COMMUNITY RELATIONS.
The officers (preferably over 30 years of age) in these two chief officer posts, will be responsible for implementing a wide ranging programme of work aimed at eliminating discrimination and promoting equality of opportunity and development of work throughout the county areas.

ASSISTANT COMMUNITY RELATIONS OFFICERS

(AP5-801: £4,773-£5,588 including supplement)
(1) LEWISHAM COUNCIL FOR COMMUNITY RELATIONS
(2) ROCHDALE & DISTRICT COUNCIL FOR RACIAL EQUALITY.
The ARO at Lewisham will be responsible to the SGRO and with the Council's Education Working Group for fostering good community relations in the whole field of education. The ARO at Rochdale will be responsible to the Chief Officer for general duties with a scope for some specialisation.
Successful applicants will be required to undergo training which will include a residential period. Contributory pension scheme. Secretarial help and office accommodation.
Applicants should be available for employment as soon as possible. On receipt of large self-addressed envelopes, further details and application forms (to be returned by 13th October, 1978) obtainable from: Fieldwork Administration (Room 204), Commission for Racial Equality, Ellick House, 10-12 Allington Street, London SW1E 6EH.

EDUCATION DEPARTMENT Senior Advisers £9,288 to £9,975 (Head Teacher Scale Group 11)

Applications are invited from qualified and experienced candidates for these two new posts to assist the Chief Inspector in co-ordinating the professional work of the support services to all educational establishments and in implementing the many initiatives in which the Authority is engaged. Further details and forms of application available from Robert Allen, Director of Education, New Council Offices, East Street, Coventry, CV1 5RS, returnable by 9th October.



coventry

EDUCATION DEPARTMENT Careers Service

Careers Officer
(2 Posts)—£3,732-£4,832
(Inclusive of Supplement)
Preference will be given to persons who hold the Diploma of the Youth Employment Service Training Board or the Diploma in Vocational Guidance for whom the minimum commencing salary will be £4,245.
Application forms from the Establishment Officer, Town Hall, Barnsley.
Closing date 6th October, 1978.

BARNSELY METROPOLITAN BOROUGH COUNCIL



SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE

Principal Administrative Officer

(School Curriculum)
Grade PO1 (III) Salary £20,080-£6,702 per annum.
Applications are invited for this demanding new fourth tier post in the Education Department.
The successful applicant will be required to provide high level administrative and professional support to the Deputy Chief Education Officer (Schools) and the Advisory Team in respect of the Monitoring and Development of the curriculum in schools and the assessment of the children's attainment in key areas (initially in literacy and expanding into other areas).
Application forms and further details are available from The Chief Education Officer (Staffing NT), County Hall, Taunton, Somerset. The closing date for applications will be 6th October, 1978.

BOROUGH OF SOUTH TYNESIDE DIRECTORATE OF EDUCATION

Careers Officer £3,732-£4,146

A vacancy exists for a Careers Officer at the Hebburn Careers Office. Applicants should preferably be graduates and all applicants must hold the Diploma in Careers Guidance or equivalent professional qualification for the Careers Service.
Further details and application forms are available from the Chief Personnel and Management Services Officer, Westcoast Hall, Westcoast Village, South Shields, Tyne and Wear (Tel. South Shields 882181) and should be returned by noon 6th October, 1978.

FEVERSHAM SCHOOL Trustees: The National Association for Mental Health Hexham Road, Welbottle Newcastle upon Tyne NE15 8HW Telephone: Lemington 876338/9

Assistant Principal Residential Social Work £4,920-£5,583 + £312 p.a.

This expanding non-maintained residential school for emotionally disturbed young children requires an Assistant Principal to lead a department of 15 Residential Social Workers. Duties of the post will include responsibility for the management and development of child care practice throughout the school, staff selection and training, the development of treatment programmes and a commitment to research and assessment. The task of the school is a rehabilitative one and the person appointed will work in close cooperation with senior colleagues in Education and Field Social Work to procure an integrated programme of care, education and casework. Qualifications for this post will include considerable experience in the residential treatment of disturbed young persons, appropriate training preferably at an advanced level and proven managerial experience. An unfurnished two-bedroom flat within the school is available at a modest service charge. Application forms and further details are available from the Principal, Mr. R. T. Stanfield at the school. For appointments to vacant posts, staff selection and training, please contact the Principal. Applications close within 14 days of the appearance of this advertisement.

Education Schools Psychological Service Educational Psychologist —Gifted Children

This particular post is part of a scheme of the Education Committee to help with the education of the very able and gifted children and the successful applicant will be working in schools in part of the Broxhwa district. The Authority is looking for an Educational Psychologist with a particular interest in gifted children and, in particular, in their identification. Candidates (male or female) should possess an Honours Degree in Psychology or its equivalent, teacher training and/or experience and a post-graduate qualification in Educational Psychology. Salary will be in accordance with the Southbury Agreement within the range £4,839-£7,875 p.a. inclusive on the main scale. Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's Scheme. Application forms and further details are available from the Director of Education (ADM/4) Education Department at County Hall, Closing date 6 October 1978. Please quote ref. 145.



Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7BN

Education Social Worker

(1. FEB 981)
£3,270-£4,386 (Inclusive)
Appl. for a social worker to work as part of a team in the School Psychological and Child Guidance Services which deals with the assessment of learning and behaviour problems of children at home and in school. The post-holder will produce social histories, act as therapist with parents and children and advise schools, etc., on social, familial and developmental matters. He/she will also contribute to in-service training courses and group therapy for parents and children.

Education Welfare Officer

(Ref. FEB 984)
£3,270-£4,386 (up to £4,246 if professionally qualified)
An education welfare officer is needed to child welfare work, the supervision of school attendance and the employment of children. Previous experience in education welfare or similar work an advantage. Current driving licence essential and car allowance payable.
Application forms and further details (please quote reference ref. no.) from Town Clerk, P.O. Box 15, Council House, Southill, West Midlands. Tel. 821-705 8718. Ext. 241. Closing date 6th October, 1978.

EDUCATIONAL PSYCHOLOGISTS continued

LEICESTERSHIRE DEPUTY VANDEN MOFFAT Kirkby Mabe, Leicestershire

This therapeutic children's community, an extension of the Schools Psychological Service, provides for up to 10 children attending local schools who may be emotionally and/or physically handicapped and/or learning difficulties. The post involves working with the children and their families, and with the schools, to develop a programme of care, education and casework. The post-holder will be responsible for the management and development of child care practice throughout the school, staff selection and training, the development of treatment programmes and a commitment to research and assessment. The task of the school is a rehabilitative one and the person appointed will work in close cooperation with senior colleagues in Education and Field Social Work to procure an integrated programme of care, education and casework. Qualifications for this post will include considerable experience in the residential treatment of disturbed young persons, appropriate training preferably at an advanced level and proven managerial experience. An unfurnished two-bedroom flat within the school is available at a modest service charge. Application forms and further details are available from the Principal, Mr. R. T. Stanfield at the school. For appointments to vacant posts, staff selection and training, please contact the Principal. Applications close within 14 days of the appearance of this advertisement.

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)
Applications are invited for the following posts:
CHIEF EXAMINER IN GEOLOGY
CHIEF EXAMINER IN THEATRE
Further details and application forms are available from the Secretary, East Midlands Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

EXAMINERSHIPS 1978-79

Applications are invited from suitably qualified persons for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, East Midlands Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

MIDLANDS REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, Midlands Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

SOUTHERN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, Southern Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

WEST OF ENGLAND REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, West of England Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

YORKSHIRE REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, Yorkshire Regional Examinations Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts:
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, The Associated Examining Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

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CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
Further details and application forms are available from the Secretary, The Associated Examining Board, 100, Northampton Road, Northampton NN1 1JH. Closing date 10th October, 1978.

Royal County of BERKSHIRE

EDUCATIONAL PSYCHOLOGIST £8,217-£8,901

Educational Psychologist with good Honours Degree in Psychology, post-graduate training in educational psychology and relevant experience as qualified teacher, required for varied work in the School Psychological Service and Child Guidance Service, and to provide educational assessment and advice for the Educational Audiology Service. Preference may be given to Psychologists with an interest in linguistic handicap and particularly the field of hearing loss. The appointment will be based in the first instance in Reading. A car allowance is payable. Application form and further details from Director of Education (ES/IEB/R), Kennet House, 88-92 King's Road, Reading. Informal enquiries may be made to Mr. D. Brownhill, Principal Educational Psychologist (Reading 56631). Closing date: October 6.

Lancashire County Council

EDUCATION COMMITTEE

Appointment of Full-Time Educational Psychologist

Salary Range: Educational Psychologists' Scale
£4,839-£7,875 inclusive of annual salary supplements
Applications are invited for appointment to the above post to be based in Area 2 (Blackpool, Fylde and Preston).
Applicants should possess an Honours Degree in Psychology, teaching experience and post-graduate training in educational psychology or equivalent qualification. Previous experience in a School Psychological Centre would be an advantage.

The Area Team consists of the Educational Psychologists, led by a Senior Educational Psychologist. Good working relationships exist between the Educational Psychologists, Social Workers and Child Psychologists working in the Area. Commencing salary will be determined according to experience and qualifications. Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, PR1 2BA. When completed application forms should be returned by 6th October, 1978 quoting reference AB99/10/JAG.

BOLTON METROPOLITAN BOROUGH

EDUCATIONAL PSYCHOLOGIST

Soulbury Scale pts 6-22 £4,839-£7,875

Applicants must possess honours degree in Psychology, post graduate qualification and at least two years' teaching experience. Casual car user allowance is payable. Further details available.

Application forms, to be returned by 2nd October, and further details available from the Personnel Officer, Town Hall, Bolton BL1 1RU. (Telephone Bolton 22311, Ext. 587).

Bolton Metropolitan Borough

Language Training for Re-employment

Required as soon as possible:

Two Lecturers Grade 1 and two part-time lecturers (15 hours each) to teach on language courses for unemployed immigrant workers in Bolton Metropolitan Borough. This is a M.S.C. funded pilot project with an initial contract of twelve months and the possibility of renewal after that period. Qualifications and/or experience in E.S.L. required.

Application forms obtainable from Director of Education, Education Offices, P.O. Box No. 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned by 4th October 1978.

EDUCATIONAL REPRESENTATIVE

We are looking for one more person to join our well-respected team of educational representatives. Applicants must live within a thirty mile radius of London.

He/she must be able to meet the challenge of selling an exciting range of titles by visiting schools, colleges, Teacher Centres, Advisers and by area exhibitions.

Please send full details of your previous experience to: Marek J. Palka, UK Sales Manager, Macmillan Education Ltd, Houndmills, Basingstoke, Hampshire.



EDUCATIONAL REPRESENTATIVE

Due to rapid expansion over the past two years we wish to appoint another full-time representative to promote our growing list of Educational Test and Assessment materials to schools and Education Authorities in Northern England and Scotland. A thorough knowledge of the educational system is essential and candidates should have previous teaching or educational sales experience. They should also have the ability to work hard on their own initiative and a desire to be commercially successful in a challenging educational environment. This important new post offers a good salary, bonus, company car, expenses and contributory pension in the North of England. For further information and application form apply, in confidence, giving brief career details to:

Michael McWhinnie
Marketing Manager
Department of Measurement and Guidance
Thomas Nelson & Sons Limited
Lincoln Way, Windmill Road
Sunderby-on-Thames, Middlesex TW18 7TP

COMPUTER STUDIES

A vacancy will exist as from 1 January, 1979, next for a peripatetic teacher to be attached to a consortium of schools in Birmingham to act as a Head of Department of Computer Studies.

The city has on-line computer terminals in most of its secondary schools and will be making rapid progress in the near future with the installation of micro computers. There are excellent opportunities for research and development in the use of computers in education. The post is rated up to Salary Scale 4, dependent on qualifications and experience.

Applications by letter to: The Director, BIRMINGHAM EDUCATIONAL COMPUTING CENTRE, c/o Matthew Boulton College, Hope Street, Birmingham, B5 7EA.

BIRMINGHAM CITY COUNCIL

TECHNICIAN

For the Department of Three Dimensional Design-Ceramics at West Surrey College of Art & Design. The Hart Your Time will be divided between assistance in the plaster/mould making area and the Ceramics Workshops. Knowledge of mould making techniques is essential.

Application forms and further details from the Vice Principal's Secretary, Tel. Farnham 22441. Quote reference SD49.



HAMPSHIRE

SOCIAL SERVICES INSTRUCTOR

Salary £2,895-£3,831 inc.

Required at a new purpose-built Mental Health Day Centre in Amey Street, Southampton. The successful candidate will join a team of professional workers providing a programme of varied activities designed to meet the assessed needs of members attending this well organised centre. Activities are organised with the aim of encouraging members to reach an optimum level of achievement through home economics, creative activities, work preparation and group activities.

The successful candidate will be engaged in work preparation where the emphasis will be on the development of regular work habits. The range of activities will be flexible but will include metal work, home and car maintenance and printing skill and experience in more than one of these will be an advantage.

Application forms obtainable from the Divisional Director of Social Services, Social Services Department, Arundel Towers North, Portland Terrace, Southampton, telephone Southampton 35100 ext. 224, quoting reference number 6381X, to be returned by 8th October, 1978.

Education

Heads of Special Units

Nottinghamshire Education Authority are seeking to open three units to provide continued education for disruptive pupils.

SALARY—Burnham Scale 4.

LOCATIONS—City of Nottingham

- (a) 1 unit of about 12 pupils aged mainly 14-18.
- (b) 1 unit of about 18 pupils aged mainly 12-18.
- (c) 1 unit of about 16 pupils aged mainly 12-16.

DATE OF APPOINTMENT—January 1st, 1979. Candidates must have a special interest in this work. Experience in a special unit and additional qualifications would be advantageous.

Further details and application forms (s.a.p.) from the Director of Education, (Soc. 18), County Hall, West Bridgford, Nottingham NG2 7OP. Completed applications should be returned by the 8th October, 1978.



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One of the country's largest firms of management consultants seeks additional staff to assist in providing consulting services concerned with the planning and management of education.

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8th Floor, 1, Pudding Dock,
London EC4V 3PD.

EXAMINERS

continued

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

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LIBRARIANS

DONCASTER METROPOLITAN BOROUGH EDUCATION SERVICES is seeking to recruit a number of experienced teachers to act as examiners for the following subjects:

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THE TIMES EDUCATIONAL SUPPLEMENT

Never mind the quality feel the size

Heather Neill and Peter Fanning at the National Youth Theatre's twenty-second anniversary season

The National Youth Theatre of Great Britain has had an ambitious twenty-second anniversary season, presenting six plays, two of them new, at three London theatres. The new plays were both by Peter Terson, who has served the company manfully in the past.

Mr Terson and Michael Croft, the director of the NYT, both know how to marshal cohorts of eager youngsters to good effect, and this was the chief virtue of England My Own at the Shaw Theatre. About 60 boys were ranged from time to time on the set (which hinted wittily at the awfulness of a certain kind of modern architecture) to sing rousing songs. The substance of the play, the recruitment of a boy called Adam by a National Front style organization, and his subsequent martyrdom in its cause, is not, however, convincing. His reasons for joining are insubstantial, the characters mostly empty caricatures (lazy workman, ineffectual teacher, housewife with grey knitted brain) and the play's standpoint difficult to determine. The most enjoyable feature, unfortunately, was the neo-millitaristic marching and singing.

There was true fervour in the eyes of the Potemkin Rebellion cast at the Roundhouse. Downstairs, this well-acted drama-documentary by D. Emyr Edwards and Gareth Thomas (who also directed) traced the growth of the suffragette movement from the social conditions which gave rise to it in the Reform Acts of 1832 and 1868. Once more there was some rousing singing and marching, all by girls: this time, purple and white of the Women's Social and Political Union. Surely no one in a modern audience would doubt which side we should be on, so it was hardly necessary to make all men unequivocally dishonest or foolish (notwithstanding the fact that many contemporary politicians did behave dishonourably to the women's movement). To my mind, drama-doc is an unsatisfactory hybrid in any case, precluding both the insights to be gained from following the fortunes of a few individuals and the objectivity of true

documentary. There were, however, some excellent performances, from the solemnity of Queen Victoria to the frenzy of Emily Wilding Davidson.

It is sometimes thought to be rather daring for a young cast to attempt Shakespeare, but witty lines and characters worth exploring can elicit high standards of performance in the hands of an imaginative director. Paul Hill's enjoyable production of Much Ado About Nothing at the Jueonetta Cochrane Theatre boasted a strong cast led by Kate Buffery and James Simmons as the word-fencing lovers, and if the Dogberry scenes did not quite come off, all the business with pikes and halberds represented a brave attempt at buffoonery. It was a beautiful production to look at; a series of gilded arches set against a cobalt blue cyclorama set the right tone of Renaissance splendour matched by the opulence of the black, white and gold brocade costumes. All performances were sold out, so it was a pity the production was only allowed to run for a week.

Never mind the quality, feel the size of the cast. Of course one would rather have both. But the suspicion remains that Peter Terson is more interested in dishing out meaty acting parts. Soldier Boy opens in the isolation of a field study hostel in Yorkshire where frenetic bursts of orchestrated cues submerged any wit that was lying around for a "Famous Five" troop on holiday. Enter a soldier, articulate and neat, who is a good deal more than the caretaker and out of the telephone and come to bring the Irish War back home to the world of guitars and cocoa. The old isolation formula of *The Sound of Music* rather than *Nazis in the House*. The characters crack up in a routine sort of way, while Big Brother Soldier stands in for Mr Terson as master of pyrotechnics to light every fuse. Capable performances from five young actors, and Michael Royce as the overwrought bully were marred by the crudeness of the melodrama and a general tendency to try too hard.

Good Lads at Heart was committed to and as credible as anyone could wish. Mr Terson's revue-style comes into its own in a boys' approved school drama lesson—the perfect setting for a morality play. Each character is revealed en groupe and in cameo ("not just faceless wonders, we each of us exist"), and the conflict sharpens to a head-on collision between Expression and Repression as represented by Drama and Physical Education respectively.

David Taggart made an impressive headmaster with a wry exterior, a mailed fist within and the lovely irony: "I stick to your drama and leave more authority to me" while the "Good Lads" in general were quite as convincing as the limitations of allegory allowed them to be. The strident tone of social melodrama is seasoned with raw wit and an all-pervasive gaiety and the final message is satisfying and plausible—and then carefully defused to a predictable whimper.

Commitment was the essential ingredient lacking from this year's Julius Caesar, an austere, well-measured, mechanical production that smacks of age and unconvincing verse speaking. The effect of modern dress is initially redemptive rather than illuminating (what are these Saville Row executives doing, gibbering about "horizonts" in unconvincing storm—on a Mediterranean patio reminiscent of the RSC's *Comedy of Errors*).

Visually events continued to work—well—well, especially good touches: the midnight conspirators shrouded in tobacco smoke; the revolutionary elite addressing the mob from a lofty balcony and then Alex Jennings's Mark Antony, degged and alone, transforming the mob from a filth music chorus into something a shade more terrible. Of course, the war works well—lots of khaki and camouflage and smoke-filled alarm and battle cry. Michael Croft may not come to terms with Shakespeare, but he handles his model soldiers well. Julius Caesar is on until September 30.

Packaged play

D. J. Hart

Sisters Royal Exchange Theatre, Manchester David Storey's new play depends for its dramatic tension on two mystifications. It takes until the end of the second act for Adrienne to tumble to the fact that her sister, Carol, and brother-in-law, whom she is visiting after a long absence, are running a brothel in their own home. Then well into act three they and we learn that Adrienne has just run away from a mental hospital.

These two cards had been played in act one, there might have ensued a real drama. As it was, having substituted for content, melodramatic device, Storey filled in the vacant time by having his characters mouth third-rate psychology and make small meals out of such morsels of personality as were tossed to them.

I suppose one could see what was happening on the third floor department store set—suburban furniture in the round—as demonstrating such contemporary agonies as boredom, consanguineous alienation and last ditch sexual protest. It's all energy he doesn't know to use, says Carol after her band has beaten her up after the play. And Adrienne, clinging the lightness with the new, she says, "I'm only want one thing."

Symptomatic of the whole was the way in which each act was introduced by loud radio music and a merry DJ over a loudspeaker system. The DJ, down to the transistor on the board and eventually something switched off. But it was nothing; it was only packaging. Ayckbourn's Norman is introduced by the name of Terry and the jolly whore, provides more of a starring role, and one or two others in the cast doing more than they have got here. But it is the point of a play that is interesting that any two hours of everyday lives?

Tip's Tiger with the lid off: revealing a pipe organ and bellows produces roars and growls as tiger attacks man, probably meant to be the English official of the East India Company. One of many productions from The Young Visitors V & A, a new guidebook (£1.00) to the Victoria and Albert Museum, London, by Ann Gould, written primarily for 13-15-year-olds. As well as providing a treasure trail leading from the Museum to the Fighting Generals, the book offers clear and colorful information about the museum's main exhibit categories, from Victorian costume to grammar and musical instruments, all of which will make useful for reference work and projects after a visit.

human being.

The sub-plot, the most part of the play among theatre-goers, has presented audiences with a dilemma. The characters tap tap around each other, move ally in wide arcs and, in public at least, show a well-bred reserve in their dealings with each other. The exhilaration lies in the distance between the careful construction of order and the chaotic passion which drives the highest chase. Beatrice Joana to demand the death of her unwanted suitor and then fall under the spell of the hideous murderer, do Flores.

Emma Piper as Beatrice progresses credibly in evil, using her quick cunning to bend people's will to her purpose, only to find that she has to pay in full, at last, the price of her ambition. The brilliant simplicity and clarity of this production make the plot seem new-minted and yet also lustily true to its time.

Once again budding student playwrights have a chance to put their ideas to the test in the World Student Drama Trust's annual international play-script competition. Scripts of unperformed plays written or translated into English by anyone studying on or after January 1, 1978, should be submitted by December 31, 1978. Alex Ayckbourn, the final judge and prizes include the chance of a rehearsed reading at the National Student Drama Festival, London, and a copy of the winning script. The competition is open to all students of drama, and is judged by a panel of experts. The winning script will be published in the World Student Drama Trust's annual book, *World Student Drama*, London, 200, 200.

Work and politics

Chris Brooks on new ITV programmes for the school-leaver

Work and politics are the two principal subjects of ITV's educational broadcasting this autumn for the school-leaver. The priorities reflect the urgent needs of young people, and could present a useful stimulus to curriculum experiments in these two fields in schools and colleges.

It is encouraging to see the willingness of Granada, Thames and Yorkshire TV to try to meet the needs of the school-leaver. The curriculum as to its suitability for a lot of pupils, and its relevance to their life post-school. They have the ability to bring outside perceptions, information and realities into the classroom—issues with which professional teachers are generally not well equipped to handle.

Politics—what's it all about? Is potentially the most explosive of the three new series. It aims to combine an emphasis on some central political concepts with the realities of politics in action.

The circumstances and events which surround this first television series are worth recalling. First, we have the alarming evidence of a lack of basic political and economic literacy among young people (although the same might be said for other age groups).

Second, we have the involvement of the young in political activity which many would describe as "extremist".

Third, and this is perhaps the most subtle, there is increasing disillusionment with the main line of political activities, which is a pluralist democracy like ours, relies on concerning how conflict is resolved and whether the current system will find favour with tomorrow's political leaders.

Really, an increasing sense of injustice and conflict, especially with management, has made young people receptive to political pressures previously almost unknown outside universities, and at a time when they are agitated about the way their early experiences post-school are shaping up.

It is this backdrop that *Politics—what's it all about?* entered the classroom on September 19, with

Further education

Brian Hill

In the autumn term there are three further education series being broadcast on radio and television. The first is a language course, the only new series is *Digimon*, a German *Kontakte* series broadcast last year is the 20-programme intermediate series *Wegweiser*, starting on October 1. Home students who have only followed *Kontakte* will probably find that there is too much material to assimilate in each programme and that insufficient attention is paid to learning methods.

The pace and content of some of the recordings also make too great a demand on the home learner. *Wegweiser* is, however, useful as core material for classes in evening institutes and colleges. When the recordings are used in class, the pace and content of some of the recordings also make too great a demand on the home learner.

Teachers will be looking carefully at this new radio material, and the "Study on 4" to be extended. "Study on 4" to be extended.

An interesting development in all three courses is the increase in introductory (last week in September) half-hour programmes which attempt to show students how to make the best of each of the series. Previous difficulties are inter-viewed about their difficulties and how to follow-up and factual information about books, support schemes and examinations.

The decision not to make further series after the September 19, with

telephone tutorial system. Details of a scheme for printed in the *English* book or are available from the BBC further education office.

Following on from the beginner's German *Kontakte* series broadcast last year is the 20-programme intermediate series *Wegweiser*, starting on October 1. Home students who have only followed *Kontakte* will probably find that there is too much material to assimilate in each programme and that insufficient attention is paid to learning methods.

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Privitorum

Londoners who read David Storey's new play, *Privitorum*, at the Edinburgh Festival, may know not only that it was Fringe. First award but that it was open for a limited season at the National Student Drama Festival, London, and a copy of the winning script.

The competition is open to all students of drama, and is judged by a panel of experts. The winning script will be published in the World Student Drama Trust's annual book, *World Student Drama*, London, 200, 200.

Briefings

Radio and tv

FE and general interest

Digimon (Sunday, 10.45 BBC 1, Tuesday, 19.05 BBC 2). A new radio and television course providing a basic knowledge of Spanish for beginners. *The School Years* (Thursday, 19.00 Radio 3). How well prepared are most school-leavers?

Wuthering Heights (Sunday, 19.00 BBC 1). Emily Brontë's gripping tale of Heathcliff's love of Cathy.

For schools

Facts for Life (Tuesday, 10.40 ITV). "Family Matters" is made up of eight films for the over 15s. *Watch!* (Tuesday, 11.00, Wednesday, 14.01 BBC 1).

Two programmes based on Edward Lear's *The Owl and the Pussycat*; this version was specially written for *Watch!* six to eight-year-olds study learn owl. *Look Around* (Tuesday, 11.22 ITV).

A unit on resources begins with a definition of "Energy" (Tuesday, 14.00 VHF 4).

Nine to 12-year-olds look at the Tower of London.

Fourteen to 16-year-olds study "Fleet Street" to find out how opinions are formed. *Inquiry* (Wednesday, 11.00 VHF 4).

Voix de France (Thursday, 9.30 VHF 4).

Two programmes for sixth forms. *Klyeana Victor Hugo*.

Scan (Thursday, 10.30 BBC 1).

A unit for 11 to 13-year-olds on "Craft, Industry, Landscape". This week on investigation into the ways man used water to drive machinery. *Mailshow* (Thursday, 10.20 BBC 1).

"Follow that Number" features arithmetic and geometric progressions, square and triangular numbers and Fibonacci sequences. *Writers' Workshop* (Thursday, 11.00 VHF 4).

"About Books" aims to introduce nine to 12-year-olds to specific titles in five programmes spread over the year. *French Studies* (Thursday, 11.30 VHF 4).

"La France telle qu'elle est" has been given a helpful new look with the printing of the film country and the availability of support materials.

Chris Brooks is Director of Youth Education and has been commissioned through the IBA.

Infant ways

Carolyn O'Grady

Hello Baby has been made for showing, colour, 25 mins.

Produced by Cygnus Gold Communications, Ltd. Sponsored by the Health Education Council.

Available on free loan from: Central Film Library, Government Building, Broadway Avenue, London W3 7JB.

For sale from the Health Education Council.

Hello Baby has been made for showing in ante-natal clinics, to mothers in a capital, in training courses for nursery nurses and in-parenthood classes in schools. It shows six babies at different stages of development interacting with members of their families.

The commentary points out significant indicators of progress and suggests that if the baby is not demonstrating these by a certain age a trip to the health clinic or doctor would be advisable. Apart from its main message, however, the film makes several other general points: parents should talk to their babies and give them an opportunity to practise their new-found skills (babies need an interesting environment, which is also safe and warm); babies fall in love with their babies at first sight; babies communicate very well without words, before they learn language.

It should also be mentioned that the newborn baby in the film is

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